

PEDAGOGICAL ETHICS

TOPIC 1. SUBJECT AND BASIC CONCEPTS OF PEDAGOGICAL ETHICS

Pedagogy is the science of educational relationships aimed at helping a person develop spiritually, creatively, and socially. Education is the transfer and acquisition of experience through interaction between teacher and students and the socially directed creation of conditions for gaining experience for social life. The teacher participates in forming a holistic personality through direction, correction, and personal example, and is required by society to be a carrier of high moral culture.

Moral culture is defined as moral values fixed in public consciousness and used in practice by most people, everything morally positive and valuable for individuals and society. The substantive basis of moral culture is morality.

Moral regulation includes:

- moral ideal (including a “Self-ideal”),
- system of norms,
- behavior assessment,
- social control ensuring norm implementation.

It is a combination of normative and non-normative means.

Sphere of moral regulation is relations between individual and society.

Object of moral regulation is individual behavior expressed through actions, which indicate moral qualities and motives.

Subject of moral regulation is correlation between personal and social interests, which are interdependent and contradictory. Humanistic approach aims at harmony between public and personal interests.

For teachers, moral regulation has practical importance: the teacher must be a model of moral behavior and manage moral development of students.

Tools of moral regulation in pedagogical ethics include:

- moral ideals,
- moral norms,
- moral principles,
- public opinion,
- moral authority,
- traditions, rules, customs.

Moral ideals present a holistic image of a person and reflect the need for moral progress. They are connected with norms through duty and represent desired future behavior.

Moral norms express moral requirements of society and define teacher's duties toward students. Moral norms are divided into:

- norms-prohibitions (forbid humiliating dignity and treating students as objects),
- norms-frames (define limits of permissible actions and express duty; fixed in codes and charters; can change),
- norms-patterns (models of future behavior based on self-awareness and public authority, not coercion).

Norms act together with principles, public opinion, traditions, and authority, forming a

Teacher's moral culture is a system of moral knowledge, beliefs, feelings, skills, norms, relations, interests, cultural experience, and behavior aimed at self-improvement and education of the student's personality.

Pedagogical ethics (PE) is part of ethics and studies morality formation in the pedagogical process and assessments of teacher's moral activity. Traditionally, morality has been considered the subject of ethics since Aristotle. Different authors defined ethics tasks differently: Aristotle connected it with defining goodness and cultivating virtues; medieval theologians focused on humility and obedience to God's will; Spinoza emphasized knowledge and self-knowledge of moral nature; Kant studied free will and categorical imperatives; modern ethics reveals the essence of morality and substantiates moral norms and values.

PE performs general functions: regulatory (behavior regulation through norms), epistemological (providing moral knowledge as a form of social consciousness with applied character), programming (orientation to moral future), value-oriented (creating hierarchy of values), and educational (formation of moral attitudes, norms and incentives, including self-education).

Specific functions of PE include pedagogical correction of actions by moral assessment and self-assessment; reproduction of moral knowledge; development of immunity against moral distortions caused by external influences; moral self-defense; anticipatory moral influence aimed at preventing deviations from moral norms.

Structural components of PE are moral consciousness, moral activity, and moral relations. Moral consciousness includes views, beliefs, feelings (duty, justice, honor, conscience, love for people, respect, exactingness), knowledge, value orientations, ideals and assessments. Moral activity includes goals, motives, means, results, self-education and experience. Moral relations operate in systems "teacher-student", "teacher-teacher", "teacher-team", "teacher-parents", "teacher-management".

PE uses categories: pedagogical justice, professional honor, dignity, professional duty, conscience, moral responsibility, good and evil, happiness, harmony, beautiful.

The ideal teacher is a role model and standard of comparison. Important traits include love for work and students, faith in humanity, patience, optimism, empathy, tact, justice, responsibility, spirituality, humanism, self-control, active life position, respect for laws, patriotism, readiness to defend the Motherland, openness and critical attitude to own actions.

Main tasks of PE are research of pedagogical morality, moral aspects of pedagogical work, requirements to teacher's moral character, features of moral consciousness, and issues of moral education and self-education. Theoretical and applied tasks include forming humanistic orientation, identifying factors of moral stability, studying links of moral experience of children and parents, and harmonizing moral and professional qualities of the teacher.

TOPIC 2. BASIC PRINCIPLES AND CATEGORIES OF PEDAGOGICAL MORALITY AND ETHICS

A teacher is a bearer not only of knowledge and skills but also of moral culture, spirituality, and beauty. General moral requirements for teacher's personality and activity are expressed in moral principles. Principles reveal the meaning of morality in generalized form and give general direction of behavior, while norms prescribe concrete actions.

Different ethical approaches to moral principles include Kant's categorical imperative, communicative ethics based on humane traditions, Christian ethics focused on unity with reality. All are united by the idea of humanism, which is the leading principle of pedagogical morality.

Four main pedagogical moral principles are distinguished.

1. Principle of pedagogical humanism. It is based on love for a person, respect for rights and freedom, and recognition of inner moral freedom. It combines high demands with respect, recognizes the student's position even in disagreement, and forms positive attitude in interaction, including emotional, moral and activity components.

2. Principle of pedagogical optimism. Optimism is faith in success and seeing good in everything. Its main source is creative work, which develops abilities and moral ideals. Optimism creates joyful communication, eliminates hostility, and is incompatible with monotony, passivity and inertia. Humor is a natural source of optimism.

3. Principle of collectivism. It proclaims priority of team goals over individual aspirations, characterizes group cohesion, but does not deny individuality. True collectivism protects personal interests and supports development. Moral relations in teams should be based on unity and mutual assistance. Negative forms are conformity and mutual cover-up. Harmony between Me and Others is required.

4. Principle of citizenship and patriotism. Citizenship includes moral and legal culture, discipline, respect and trust to citizens and government, combination of patriotic and universal feelings. According to Vashchenko, absolute values are God and the Motherland.

Ethical categories used to assess pedagogical reality include good and evil, justice and injustice, honor and dignity, duty and responsibility. Ethical categories are value-based, imperative, emotionally evaluative, based on public opinion and self-awareness, general in character, and objective in content but subjective in form.

Good expresses positive moral significance of phenomena in relation to ideal. Goodness includes mercy, friendliness, benevolence, sacrifice. Integrity is stable positive moral quality. Views on good include hedonism, eudemonism, pragmatism, theology, rationalism, and naturalism. Pseudo-kindness exists as feigned, selfish, and hedonistic forms. Evil reflects negative reality; it is moral or physical. Vice includes neglect, dishonesty, greed, hypocrisy, envy, and lack of self-control.

Teacher's moral duty is a set of social requirements fulfilled consciously and based on vocation. It has objective (social demands) and subjective (personal attitude) aspects. Duty requires action and depends on volitional qualities.

Moral responsibility is awareness of moral needs and readiness for fair assessment. It has perspective and retrospective aspects. Types include responsibility as need, selective, neurotic, external duty, pragmatic, pseudo-responsibility, and irresponsibility. Responsibility depends on choice, assessment, conditions, motives, and personal qualities.

Justice reflects correspondence between merits and recognition. Pedagogical justice shows teacher's objectivity and moral level, is manifested in assessment of students. Fair encouragement increases self-esteem. Punishment should be avoided, and if necessary, must not humiliate dignity.

Happiness as a moral value includes well-being, peace, success, fulfillment of desires. Main factors are satisfaction of needs, conscious comprehension of existence, integrity, harmony, and creative work.

TOPIC 3. MORAL CONSCIOUSNESS AND SELF-CONSCIOUSNESS OF THE TEACHER'S PERSONALITY

Main components of morality are moral consciousness, moral activity, and moral relations. Moral consciousness (MC) accumulates norms, principles, categories, motives and value orientations. It is a form of social consciousness realized subjectively but objectified in concrete activity and relations. Teacher's MC reflects regulation of moral relations in pedagogical activity.

Structure of MC has two levels: sensual and rational-theoretical. Sensual level includes moral feelings (honor, duty, responsibility), emotions, ideas about moral and immoral, needs, motives and values. Feelings appear more spontaneous and intense. Situational feelings show moral mood and psychological state. Teacher bears responsibility for creating comfortable conditions. Intimate moral feelings include love, friendship, devotion, but remain socially conditioned. Love is based on recognition of human value. Social experience feelings include patriotism and national belonging and are more stable.

Moral motives are external (rewards, punishment) and internal (need for success, ideals, goals). Moral needs express voluntary desire to do good and assert justice; teacher's needs include communication, empathy, involvement in student activity. Value orientations can be productive or unproductive. Values may depend on problems and interests or give meaning to existence; highest value is Good. Moral values determine goals, motivation and are connected with Self-concept.

Rational-theoretical level includes ethical knowledge, ideals, beliefs, norms, principles and categories. Ethical knowledge is scientific, systematic and value-oriented, should not become moralizing, and contributes to forming moral ideal. Moral ideal is highest moral perfection, future orientation and life goal. Beliefs are core of MC and determine direction of actions; knowledge becomes belief when processed through feelings and experience. Habits form under beliefs and make behavior stable. MC is unity of sensual, rational and volitional components.

Self-consciousness is awareness of oneself as active subject. Moral self-consciousness (MSC) is assessment of own qualities, motives and behavior, and ability to compare inner world with external reality. It is semantic center of consciousness and form of MC where subject and object coincide.

Structure of MSC includes awareness of moral Self, thinking and memory. Awareness of Self involves comparison of real and ideal Self and is connected with responsibility. Reflection raises MSC to theoretical thinking. Memory preserves moral and professional experience. Forms of MSC: moral well-being; awareness of belonging to community; highest form is consciousness of unique moral Self. Moral reflection aims at self-change and moral choice.

Honor and dignity express moral value of person. Honor relates to social roles and activity; dignity is broader and based on equality. Meanings of dignity include human, personal, collective dignity, self-respect and external behavior. Honor and dignity are protected by law. Pride expresses self-respect and loyalty to views. Modesty is sign of dignity. Keeping one's word is moral need and habit.

Conscience reflects evaluative attitude to actions and includes knowledge, motives, actions and emotions. Reflective personalities feel conscience more strongly. Conscience is highest form of MSC. Components of conscience:

intuition, imagination, vocation, activity. Forms of conscience:

- clear conscience, which may indicate ignoring conscience;
- remorse leading to repentance and redemption;
- doubt in moral choice;
- motivation to self-improvement and moral struggle;
- shame, which depends on presence of others' evaluation.

TOPIC 4. MORAL ACTIVITY OF THE TEACHER

The Act in a Teacher's Moral Activity

- Activity is the basis of human culture and socialization. As a moral category, it reflects actions consciously subordinated to goals like doing good and performing duty.
- Pedagogical activity consists of: a goal (forming a worthy citizen), a subject (teacher/student), a process (methods of influence), and a result.
- The Deed (Action): The smallest unit of moral activity. It is a unity of motive, consequences, and goals. It expresses a person's interest in moral values and inner freedom.
- Components of a deed:
 - Reason: Helps distinguish how one should act versus how others expect them to act.
 - Feelings: Humane treatment keeps a person from immoral acts.
 - Will: The ability to act according to inner convictions and take responsibility.

Correlation Between Moral Goals and Means

Three historical approaches exist regarding goals and means:

1. Ends justify the means (Machiavelli): Focuses on effectiveness while neglecting morality.
 2. Non-resistance to evil by force: Denies questionable means entirely; emphasizes "free education" where freedom is the only true method.
 3. Ends determine means (Hegel): Dialectical interdependence. A moral means must not contradict the highest moral goal.
 - Moral compromise: Choosing the "lesser evil" to save higher values.
- Motives and Results
- Theory of Moral Goodness: The motive/intention is decisive. It rejects selfish or mercantile desires.
 - Ethical Consequentialism: The result is the priority in assessing a deed.
 - Functions of Motive:
 - Meaning-creating: Relates to self-actualization (realizing inner potential).
 - Stimulating: Becomes relevant during the confrontation between good and evil.
 - Cognitive: Encourages self-knowledge and helps students explore their own essence.

Professional and Ethical Code

Key principles regulating teacher behavior:

1. Priority of the individual over society.
2. Separation of personal feelings from professional relationships.
3. Willingness to transfer knowledge as a form of help.
4. Respect for differences (religious, ethnic, individual).
5. Helping students to help themselves (developing self-reliance).
6. Social justice and acting as a socially active person.

Ethical Problems in Pedagogy

- Teacher-Student Distance: Avoid both the authoritarian style and over-familiarity. The student is an equal subject and "young colleague."
- Presumption of Mind: The teacher must respect the student's intellect and see them as a "personality."
- Interaction Positions: "From above," "on an equal footing," and "from below." Alternating these encourages student independence.
- Self-Affirmation: It is immoral to assert oneself at the expense of students (e.g., through "severe" exams to boost status or "playing along" with unformed tastes).
- Humor: Serves functions of relaxation, passion for work, and communication. Irony should be directed primarily at the teacher.
- Naturalness: A combination of competence, love for students, and natural behavior forms professional charisma.

TOPIC 5. THE TEACHER AS A SUBJECT OF MORAL RELATIONS

Features of Moral Relations (MR)

Moral relations in teaching are a set of social connections based on accepted values aimed at harmonizing moral progress and public good. They consist of a dialectical unity:

- Objective aspect: Manifested in the teacher's visible actions and behavior.
- Subjective aspect: Manifested in the teacher's internal knowledge, feelings, beliefs, and will.

Key Features of MR:

1. Value-Regulatory: Interactions are evaluated based on adherence to moral principles, regardless of social status.
2. Indirectness: Synthesis of all components of a deed into a new quality, balancing collective and individual interests.
3. Impersonal Nature: Requirements are formed by broad social practice; anyone can demand moral behavior from another.
4. General Nature: Regulate behavior across all spheres, applying to all subjects in the educational process.
5. Enforcement: Driven by conscience, moral responsibility, duty, and public opinion.

Subjectivity in MR involves:

- Managing interpersonal relations and creating pedagogical groups.
- Developing students' moral experience and ethical traditions.
- Self-consciousness of various "Self" images (ideal, official, potential, etc.).

Moral Relations Systems

The teacher functions within Subordination (vertical/hierarchical) and Coordination (horizontal/cooperative) connections. Modern education prioritizes coordination based on democratization and humanization.

Subordination Systems (Vertical)

- Manager – Teacher: High-level MR involves teachers accepting requirements as their own volitional actions. Low-level MR relies on penalties (fines, reprimands) due to underdeveloped moral consciousness.
- Teacher – Manager: Based on whether the leader's words match their deeds, their organizational skills, and their ability to handle difficult moral choices.

Coordination Systems (Horizontal)

- Teacher – Teacher: Based on friendship, mutual assistance, and recognizing each colleague as the highest value.

Rules for Colleague Interaction: Maintain calm, be truthful, deliberate before acting, be decisive, avoid unnecessary bragging, and conduct daily self-reflection.

- Teacher – Parents: Requires impeccable tact and flexibility, especially when parents lack moral culture. The teacher must not transfer negative emotions from parents to the student.

Mixed/Humanistic Systems

- Teacher – Student: Combines vertical and horizontal links. A teacher must avoid unproductive orientations (Erich Fromm):
 - *Receptive*: Seeking to get rather than give.
 - *Exploitative*: Driven by self-interest.
 - *Cumulative*: Keeping excessive distance to protect the inner world.
 - *Market*: Treating oneself and others as commodities.
- Teacher – Students (Group): The teacher influences the MR within the student collective. The goal is to overcome pragmatism and cynicism by cultivating empathy, justice, and the "voice of conscience."

TOPIC 6: ETHICS OF TEACHER'S RESEARCH ACTIVITIES & ETHICAL CODE OF A SCIENTIST

Preface and Core Task

The Ethical Code formulates general principles for scientists and teachers, regulating relations within the scientific community and with society. Its primary task is to prioritize the moral dimensions of science and social responsibility, ensuring public trust by promoting "good scientific practice."

1. General Principles

- **Responsibility**: Scientists are morally responsible for consequences affecting humanity or nature. They must counteract anti-human results by refusing cooperation and warning the public.
- **Scientific Integrity**: Scientists must oppose conformism, pseudoscience, and the awarding of degrees for unethical or substandard work. Plagiarism and copyright infringement must be decisively exposed.
- **Freedom and Professionalism**: Includes freedom to choose research directions and methods (thought and speech). Scientists must condemn censorship and attempts to monopolize science.
- **Mentorship**: Researchers must serve as moral models for youth, teaching not just technical skills but ethical standards.

2. Scientific Research

- **Standards**: Adherence to high professional standards, adequacy, and economic justification.
- **Objectivity**: Conclusions must be objective, regardless of a customer's expectations. Management must not bias the findings.
- **Honesty**: Absolute transparency is required. Fraud, fabrication, falsification, piracy, and plagiarism are unacceptable.
- **Protection**: Scientists must ensure the protection of intellectual property and respect human rights/bioethics.

3. The Scientist as an Author

- **Motivation**: The primary drive should be the desire for knowledge and truth.
- **Authorship Criteria**: Based solely on real creative contribution. Demanding or granting "gift" authorship is unacceptable.

- Citations: Authors must draw a clear line between their own data and the achievements of others, providing full citations.
 - Publication Ethics: Scientists should not repeat their own publications to increase their count ("self-plagiarism") and must be objective in self-assessment.
4. The Scientist as a Leader and Teacher
- Management: Leaders must hire based on unbiased assessment of traits, counteracting corruption, protectionism, and discrimination. They should foster a creative atmosphere without imposing their personal vision.
 - Teaching Ethics:
 - Respect students' critical thinking and right to free association.
 - Maintain objectivity and refrain from unethical assessments.
 - Prohibitions: No personal information disclosure; no payments or income from students for classes/consultations.
 - Quality: Lectures must reflect modern science and be conducted strictly according to schedule.
5. The Scientist as a Consultant or Expert
- Competence: Act as an expert only in areas of proven knowledge.
 - Equality and Impartiality:
 - Equality: No discrimination based on race, sex, or politics. Equal rights in discussion regardless of titles.
 - Actual Validity: Criticism must be evidence-based, not biased.
 - Reliability: No distortions to discredit others.
 - Duty: Providing objective critical conclusions (e.g., for dissertations) is a mandatory moral duty.
 - Confidentiality: Experts must maintain independence and confidentiality, resisting external pressure.