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Model of the system of development of professionally pedagogic ethics for future instructors of the special disciplines of higher educational establishments of nature protection and agrarian sectors

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In the epoch of social breaks the change of the value orientations and re-valuation of moral ideals took place. It means that the new forms of life conduct and mutual relations of people are mastered in practice. There is quite a special situation in life and professional activity for a person in this epoch, while choosing, understanding or rejecting that new, that appears in the life. And according to which values will become dominant, not only the future of this person depends, but of the whole society as well. A modern educational specialist, whose moral consciousness is the mirror of public moral, must be able to orient himself in the world around, estimate those innovations which appear in life and profession. The instructor of higher educational establishment may become a professional only when learn the thinnest instrument of people relations – science about a moral. Research of the system of development of professionally pedagogical ethics for the future instructors of the special disciplines of higher educational establishments is possible through the designing of this system and observing its structural and functional components and ways of their co-operation.

Creation of the model is the specification of scientific principle of connection between a whole and a separate, in combination of which the co-operation which bears a new quality – a model acquired appears. This model needs theoretical and methodical accounts without which its description may become only a scheme, an abstraction and that is why inactive [Kalenskiy 2013: 479].

Several approaches to the concept a model exist in scientifically pedagogical and philosophical literature. “A model is an image, a scheme or description of some object or their system, which reflects a structure, properties, intercommunications and relations between the elements of the probed object in more simple, diminished way and is characterized by the process of obtaining the information about the object, that is interested for us” [Kondakov 1975: 360–361].

In philosophy “model (French: modele, from lat. modulus is a measure, standard, norm), in logic and science methodology is an analogue (chart, structure, sign system) certain fragment of natural or social reality, creation of human culture, conceptually theoretical lumps etc. – original model” [Illichev 1983:

382], “a method of investigation of objects on their models is an analogue of certain fragment of natural or social reality; construction and study of models of really existent objects and phenomena and constructing of objects” [Kupcov 1996: 373].

In the most general aspect modeling is a research of any objects, phenomena, processes, systems, by the way of construction of their models. Indeed, practically any method of cognition, both theoretical and experimental, is based on modeling.

In relation to the system of development of professionally pedagogical ethics for the future instructors of the special disciplines of higher educational establishments modeling allows distinguishing its essential features and peculiarities of their intercommunication. Modeling foresees the distinguishing of components of the system of development of professionally pedagogical ethics:

- purpose and tasks of the system of development of professionally pedagogical ethics;
- reasons and value orientations of subjects of the system;
- kinds of professionally pedagogical ethical development of personality of future instructors of the special disciplines;
- content of abilities and skills in the process of development of professionally pedagogical ethics;
- personality of future instructors of the special disciplines as a subject of development of professionally pedagogical ethics.

An initial system-creating component of the model is a purpose, or system of aims of development of professionally pedagogical ethics.

A purpose is an ideal of the planned result. The point may be about self-determination of personality of future instructors of the special disciplines as a result of development of their professionally pedagogical ethics.

In the pedagogical systems one distinguishes gnostic, projecting, structural, communicative, organizational, prognostic and evaluative functional components [Kuzmina 2002: 145].

Reasoning from understanding of category “development” as the irreversible, directed, logical change of material or ideal objects [Illichev 1983: 561], development of professionally pedagogical ethics of the future instructors of the special disciplines is an objective process of inwardly contradictory quantitative and qualitative change of human physical and spiritual forces. Purposeful and systematic co-operation of instructors and students in the process of various activities within the frameworks of teaching and educational process, the primary purpose of which is a non-violent formation of moral consciousness, moral attitude and positive moral qualities for future instructors on the basis of strong moral values contributes to the effective development of professionally pedagogical ethics for the future instructors of the special disciplines.

The developed model is distinctly oriented to the specific purpose – development of professionally pedagogical ethics for the future instructors of the

special disciplines of higher educational establishments of agrarian and nature protection sectors.

Determination of the purpose, construction of the system of aims totally depends on a socioeconomic and educational situation. Every new situation of development of society and education stipulates the necessity of setting a new goal and its new decision.

For example, moral and ethical orientation of vocational education. In this case activity provides professionally ethical self-determination of personality. However, formation of professionally pedagogical ethics isn't given for a personality once for all, it needs to be developed during the whole life.

Tasks of the model of the system of development professionally pedagogical ethics for the future instructors of the special disciplines of higher educational establishments of agrarian and nature protection sectors:

- development of the ability of students, future instructors of the special disciplines for the search, estimation and choice of moral and ethical values which base the value row of the chosen profession, that direct (search, estimation, choice) planning the mutual relations in the system “instructor-student”, “instructor-instructor”, “instructor-administration”, which are desired by them due to the criterion of value;
- development of ability of students to the moral and ethic reflection, which pierces a search, estimation, choice and projection of situations of moral choice, ethics situations which reproduce the moral context of pedagogical activity.

Development of professionally pedagogical ethics for the future instructors of the special disciplines of higher educational establishments of agrarian and nature protection sectors foresees a few correlated stages: propaedeutic (collection of information for diagnostics of the level of development of professionally pedagogical ethics in the future instructors of the special disciplines, theoretical proving and determination of components of professionally pedagogical ethics, criteria of their development), basic (learning the system of professionally pedagogical ethical knowledge, development of motivation to moral activity, elaborating of a clear picture of professionally pedagogical ethics for the future instructors of the special disciplines), finishing (directed on providing of independent acquisition of necessary moral and ethic knowledge, self-perfection and development of professionally pedagogical ethics in accordance with the real conditions of the improvement of the own professionally pedagogical ethical level).

The basic methods of development of professionally pedagogical ethics for the future instructors of the special disciplines are: verbal, practical and demonstrative.

One distinguishes such verbal methods of studies: explanation, information message, story, conversation, discussion, students' work with educational literature, lecture method etc.

Frequently scientists impute exercises, laboratory and production and practical method, practical show etc. to this group of methods.

Exercise is conscious repeated execution of similar actions with the purpose to master them or improve. Herewith students practice in application of knowledge in practice, produce certain abilities and skills, develop creative capabilities and talents.

A considerable role in didactics is played by the use of visual methods, to which can be imputed: illustration (illustratio is an image, visual explanation), demonstration (demonstratio is a show), independent observation, experiments. As I. Podlasiy notes, during the last ten years a video-method, which is “based mainly on visual perception of information” and provides “a different degree of independence and cognitive activity of students”, joined to the basic methods [Podlasiy 2000: 498]. It is impossible to accept his position that video-method should be considered as a new source of knowledge: the computer systems give information mainly in a visual form. And that is why it is entirely correct to impute this effective, informatively saturated method of educational work to the visual methods of studies.

For effective development of professionally pedagogical ethics for the future instructors of the special disciplines of higher educational establishments of agrarian and nature protection sectors it is very important not only to apply the most optimum methods of educational work, but also take into account duration of continuous exposition of material for students, their individual properties, quantitative contingent etc. Neither principles nor methods and ways of studies can provide such conditions for a productive educational material’s learning, if the appropriate organizational forms aren’t employed in the process of studies [Kondratyuk 1982].

The forms of organization of studies characterize the external aspect of the process of learning: amount of students, place and duration of studies, features of intercourse between instructor and student. Thus, the form of studies represents the external, organizational features of pedagogical process [Galuzyak 2001].

The various forms of organization of studies such as individual, group, mass, audience and extracurricular are successfully used in higher educational establishments of nature protection and agrarian sectors. In relation to the specific forms of organization of educational and cognitive students’ activity lecture, seminar, laboratorial lesson, practical lesson, educational business game, individual work, subject group, competition, contest, excursion etc. are the most widespread.

Under the means of studies one should understand the most various materials and instruments of educational process, due to the use of which the imposed purposes of studies are achieved more successfully and during a rationally brief term. The main didactic role of means is to accelerate the process of mastering of educational material, in other words to make an educational process more

effective. P. Pidkasistiy understands under the mean of studies a material or ideal object which is used by teacher and students for mastering of knowledge [Pidkasistiy 1980].

It is possible to distinguish two large groups of the means of studies: a mean is an information source and a mean is an instrument of mastering of educational material. Then it is possible to say, that by means of studies one denominates all the objects and processes (material and materialized), which serve as an educational information source and instruments (actually means) for mastering of the content of educational material, development and education of students.

Means of studies are divided into material and ideal. Textbooks, educational accessories, didactic materials, original books-sources, test material, models, visual means, technical means of studies, laboratory equipment belong to the material means. In our case it is the educational accessory "The ethics of higher school instructor" [Zaycienko 2013], code of pedagogical ethics and code of research workers' ethics, dictionaries on professional and pedagogical ethics, thematic and methodical materials on a discipline ethics of higher school instructor.

The generally accepted systems of signs, such as a language (oral speech), letter (writing language), system of conventional denotations of different disciplines (mathematical device etc.), achievements in culture or works of art, visual means (charts, pictures, drafts, diagrams, photos etc.), educational computer programs, organizing and coordinating activity of instructor, level of his qualification and internal culture, methods and forms of organization of educational activity, all the system of studies, existing in the educational establishment, appear as the ideal means of studies.

Thus, the model of the system of development of professionally pedagogical ethics for the future instructors of the special disciplines of higher educational establishments of nature protection and agrarian sectors allows considering a purpose, task, content, stages, structural and functional components of the created system, and estimating its efficiency in future.

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Abstract

The model of the system of development of professionally pedagogical ethics for the future instructors of the special disciplines of higher educational establishments of nature protection and agrarian industries allows considering a purpose, task, content, stages, structural and functional components of the created system, and estimating its efficiency in future.

Key words: model, system, moral, ethics, professionally pedagogical ethics, structural and functional components.