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## **THE ESSENCE, STRUCTURE AND WAYS OF FORMING THE PROFESSIONAL AND ETHICAL COMPETENCIES OF FUTURE TEACHERS AT THE MASTER'S LEVEL**

**Abstract.** The article analyzes the essence, structure and possibilities of developing professional and ethical competencies of future teachers studying in master's programs. The author examined the general cultural and professional competencies mentioned in the master's educational program of the Ministry of Science and Education of the Azerbaijan Republic in the specialty of pedagogy. The document "Master's educational program" in the specialty "Pedagogy" specifies the general cultural competencies that the graduate must master as a result of mastering the program. Among the identified common cultural competences are "having legal knowledge and ethical norms; and among the competences to be mastered in the organizational and management field of professional competences are "behaving according to ethical rules in difficult circumstances, mastering the skills to understand the ethical aspects, possibilities, limitations and social role of the individual", as well as was required to conduct an informed assessment on topics related to the field of study. We consider it advisable to determine the essence, structure and ways of forming the professional and ethical competence of future teachers at the master's level, taking as a basis certain competencies. The article also talks about the formation of skills to behave according to ethical rules in difficult conditions in future teachers studying at the master's level, the ability to understand the ethical aspects of personal behavior, opportunities, limitations and social role is analyzed.

**Keywords:** Master's degree level; European standards; professional and ethical competencies; professional training; pedagogical ethics; interpersonal relations.

## INTRODUCTION / ВСТУП

**Formulation of the problem / Постановка проблеми.** Adaptation of modern teacher education to European standards is, first of all, fulfilling the requirement of training a competent specialist who is able to carry out practical activities, apply individual techniques and carry out successful work in the course of professional activity and social experience. Professional and ethical competence is one of the priority indicators among the competencies that future teachers must master at the master's level. In the document "State standard for the level of higher education. Educational program for specialization at the master's level" (060119 – Pedagogy) [5] approved by the resolution of the Ministry of Science and Education of the Republic of Azerbaijan No. 1463 dated August 31, 2012, mentions general cultural competencies that a graduate must master as a result of mastering the program.

*It was determined:*

- among general cultural competencies: "possession of legal knowledge and ethical standards";
- the competencies that need to be mastered in the organizational and managerial sphere of professional competencies include "to be able to behave in accordance with ethical rules in difficult conditions, to understand the ethical aspects, opportunities, limitations and social role of personal behavior, to conduct a reasonable assessment of issues related to sphere of activity of education".

We consider it necessary to determine the essence, structure and ways of developing the professional and ethical competence of future teachers at the master's level, taking certain competencies as a basis.

By the decision of the Board of the Ministry of Education of the Republic of Azerbaijan dated November 6, 2014, the "Rules of Ethical Conduct of Teachers" were approved [11]. These Rules define and regulate the principles of ethical behavior of teachers and the corresponding requirements, features of the relationship between participants in the educational process. Paragraph 1.3 of the decision states: "These Rules consist of a set of norms regulating the general behavior of teachers when carrying out their professional activities at all levels of education and their relationships with participants in the educational process." Taking as a basis what has been said in this paragraph, attention should be paid to the "Rules of Ethical Conduct of Teachers" in order to determine the professional and ethical competence of future teachers receiving education at the master's level.

The principles of ethical behavior of teachers and the corresponding requirements are defined in the document "Rules of Ethical Conduct of Teachers" [11]. These principles include the rule of law, integrity, professionalism and personal responsibility, loyalty, civility, impartiality, public trust and confidentiality. This

Decision defines the values and responsibilities that reflect the personality of the teacher, the teacher's relationship with students, relationships with the staff, with the head of the educational institution (director, rector), relationships with parents and other representatives of the law, the teacher's authority in society, the "Teacher's Oath", and Issues of ensuring compliance with the rules of ethical behavior are also raised. This legal document, regulating the ethical foundations of a teacher's professional activity, is declarative in nature, based on the principle of "avoiding the undesirable" and is considered correct and fair.

**Analysis of major research and publications / Аналіз (основних) останніх досліджень і публікацій.** In our country, the number of scientists who have made an important contribution to the development of issues of pedagogical morality, to the study of the level of moral creation and behavior of the teacher, the role of the teacher in regulating moral relations in society includes N. Kazimov [8], M. Ilyasov [7], G. Abbasova, [1], K. Gulieva [4], G. Aliev [2], F. Ibragimov [6].

It should be noted that in dissertations written since 2000, a tendency to analyze certain aspects of teacher training began to appear. The growth of research in this direction is associated with the active penetration of the competent approach into the higher education system. The emergence of the competency-based approach is associated with the name of the famous American linguist Professor Noam Chomsky, who introduced the term "competence". The origins of the competency-based approach date back to the 1960s.

J. Raven's scientific work "Competence in Modern Society" (1984) became an important contribution to the development of the competence approach. In the work, the author describes the category "competence" using the concepts of "preparation", "trust", "ability", "human responsibility" [12].

### **AIM AND TASKS / МЕТА ТА ЗАВДАННЯ**

It is known that the future pedagogue studying at the master's level should learn general cultural competencies along with professional competencies. Communicative-speech competence, forecasting competence, global competence and professional-ethical competence belong to general cultural competences. The **purpose** of this study is to determine the essence, structure and ways of formation of professional-ethical competence of future teachers studying at the master's level.

For this purpose, the scientific-pedagogical literature was analyzed and approved by the Ministry of Education of the Republic of Azerbaijan "State standard of higher education level. The requirements contained in the document "Educational Program for Master's Degree" (060119 – Pedagogy) were examined. Among the general cultural competences mentioned in the state document is

"having legal knowledge and ethical norms", and among the professional competences is "being able to behave in accordance with ethical rules in complex conditions, to understand the ethical aspects of personal behavior, opportunities, limitations and social role, field of activity. Ways to acquire the skills to make a reasoned assessment in matters related to In addition, based on the clauses contained in the document "Rules of Ethical Behavior of Teachers" approved by the Ministry of Education of the Republic of Azerbaijan, an analysis was conducted on the violation of professional and ethical norms by graduate teachers.

In order to solve the goal set in connection with the topic, the following **tasks** are planned:

- In the formation of the professional-ethical competence of graduate teachers, in accordance with the ethical principles contained in the document "Rules of Ethical Behavior of Teachers", to determine the opportunities to move away from undesirable qualities through various subjects in the audience;
  - to analyze the content of the concepts of "ethics" and "professional ethics";
  - to determine the manifestation of personal qualities, behavioral components and reflective components in graduate students that determine the structure of professional-ethical competence;
  - to analyze the influence of ethical ideas in the content of subjects taught at the master's level, etc.

## **THEORETICAL BACKGROUNDS / ТЕОРЕТИЧНІ ОСНОВИ**

The theoretical substantiation of the conceptual field of the essence and structure of the professional and ethical competence of the future teacher at the master's level gives rise to the need for a more detailed consideration of the professional activity of the future teacher within the framework of ethical standards.

In our country, little attention is paid to the study of the professional and ethical competence of future teachers studying at the master's level; very little research has been carried out in this area and no dissertations have been written.

The personality of a future teacher at the master's level, the qualities necessary for a specialist in the process of professional activity are always reflected in behavior and actions not only at work, but also in everyday life. All this forms in the public consciousness the image of a teacher as a highly moral, spiritual and humanistic person, which, in turn, forms the basis for building his professional image. Analysis of research reveals that the personal qualities of a specialist play an important role in his professional activity and this is not an obligation, but an objective necessity arising from the application of professional standards to the professional requirements of a specialist or undergraduate.

The essence of the professional and ethical competence of a master's

teacher is an indicator and at the same time the result of professional and personal preparation for work in an educational institution, since the implementation of any pedagogical task has moral significance. The ethical competence of the future teacher constitutes the main regulation of his actions, which is determined by his habits, traditions, principles of life and professional activity, mental state, actions, deeds and qualities; professional pedagogical standards ensure the teacher's conscious choice of ethical behavior in accordance with the rules of ethical behavior.

The process of developing the professional and ethical competence of a future teacher at the master's level is quite complex. However, the main condition is considered to be knowledge of the methodological foundations of ethics and professional ethics as its important component and socio-cultural origins. Understanding these methodological approaches allows us to reveal the semantic core of ethics and its characteristic features. The basis of the methodology is historical knowledge about the development and formation of ethics and professional ethical ideas.

“Ethics (in Greek – *ethika* – *ehtos* – a term derived from the word “custom”) is a philosophical science that studies morality. Ethics, being the oldest component of philosophy, is one of the theoretical subjects. For the first time, Aristotle called the doctrine of spirituality “ethics.” Unlike ordinary moral consciousness, ethics is a product of the moral and theoretical activity of society. The duty of ethics is to help people practically solve moral questions (What should one do? What is Good? What is Evil? etc.). For this reason, ethics has also been called “practical philosophy” since ancient times.

Ethics, as one of the humanitarian disciplines, analyzes duty, good and evil, as well as other ideal categories, moral principles and norms of behavior, the doctrine of human purpose, the meaning of life.

Professional ethics is a special moral requirement associated with the characteristics of any profession. Moral requirements, although general, have specific requirements for socially useful work in various fields. Here we are talking about the peculiarities of work ethics. Usually these include professional dignity, conscience, honor, integrity, consciousness, humanism, etc. The Hippocratic Oath (for doctors) adopted in ancient medicine is an example of professional ethics. In the modern period, the legal and moral basis of professional ethics is quite broad. Special professional associations are created and ethical rules are discussed and adopted at their meetings. Pedagogical ethics is an integral part of general ethics and reflects the pedagogical process from the point of view of a moral unit. Pedagogical ethics is a science that studies the activities of a teacher from the point of view of moral aspects.

The study of pedagogical ethics as a regulator of the relationship between teacher and student allows future teachers to focus on the procedural side of pedagogical behavior and culture.

Each person has unique skills, talents, potential, and different hidden abilities. People want to exercise, use and develop these abilities throughout their lives. Possession of a profession or activity ensures this development. A profession is a set of activities based on knowledge and skills that people acquire through education in order to take a certain position in life. In addition to specific responsibilities, roles and activities, each profession also includes a number of general functions. Among them, specific, profession-specific roles and activities impart the quality of professionalism. Lack of professional development affects first of all the person himself, and then the institution in which he enters. And this leads to a decrease in the quality of service and the creation of organizational problems. Professionalism develops in parallel with a high level of performance of duties and responsibilities of specialists.

A young specialist who has mastered the basics of ethical standards within the framework of a master's educational program and has begun teaching activities acquires ethical principles.

In addition, the teaching profession often consists of participation in resolving non-standard situations, conflicts and ethical issues in the “teacher-teacher”, “teacher-student”, “teacher-leadership” systems. It is required to form a specialist in “ethical improvisation” according to the moral core of the personality of the future professional teacher. The maturity of a teacher’s personality against the background of certain moral and pedagogical values, consideration of moral problems at the moral and ideological level is often associated with universal human values.

The requirements for the specialty in question, functional responsibilities, requirements for the personal qualities of the future teacher, possible levels of ethical problems allow us to say that the teaching profession requires high competence and skills from a specialist. It is impossible to act in non-standard situations without complying with normatively defined ethical norms and standards. “Rules of ethical behavior of a teacher” [11] include the values of teaching activity, principles of ethical behavior and other components that cover all categories with which a teacher interacts. According to the rules, the system-forming personal qualities of a specialist are decency and competence, which require special ethical qualities from the teacher. In order to develop ethical competence in the professional training of future teachers, priority is given to the best specialists who meet the moral, ethical, professional requirements and standards of the profession.

## RESEARCH METHODS / МЕТОДИ ДОСЛІДЖЕННЯ

The methodological basis of the study "The nature, structure and ways of formation of professional-ethical competence of future pedagogues at the master's level" is a set of theoretical propositions about the understanding and analysis of pedagogical reality, pedagogical facts, events and processes.

The following methods were used in the study:

1. *Theoretical analysis*. In order to find out at what level the problem is studied, the existing scientific pedagogical and methodical literature was studied and analyzed, generalizations were made and certain conclusions were drawn accordingly.

2. *Pedagogical observation*. Regarding the problem, the characteristics of activities of the pedagogues studying at the master's level of higher education institutions were observed in the auditorium, during scientific-research experience and scientific-pedagogical experience.

3. *Pedagogical interview*. In order to investigate the problem, to get extensive information about it, to clarify the progress of the research and to perform effective activities in this field, interviews and oral surveys were conducted with the professors and teaching staff, graduate students.

4. Advanced pedagogical experience is generalized.

## RESULTS OF THE RESEARCH / РЕЗУЛЬТАТИ ДОСЛІДЖЕННЯ

The professional and ethical competence of a future teacher studying for a master's degree is an individual psychological education that is formed in the process of professional training and includes the formation of a system of special professional competencies that allow the graduate to successfully perform functional tasks and assess the level of education. As a result of such education, responsibility for the results of one's activities increases from the point of view of ethics and moral values, including in situations of moral choice.

Researcher E. Beznosyuk [3] in order to determine the structure of professional and ethical competence, developed a system of components that make up its content, and included the following components in this system:

1) Personal: the worldview of a teacher educator is of interest as one of the most important internal conditions for the formation of professional and ethical competence. It is considered necessary to pay attention to the humanistic orientation of the individual, the developed ability to unconditionally accept the personality of others, which are integral requirements of the ethical code of the future teacher.

2) Behavior. It is believed that an important and integral component of professional and ethical competence is behavior that reflects the ability of a specialist to regulate teaching activities within the framework of the normative and ethical field. The behavioral component includes the ability to act in non-standard professional situations, to individualize technologies of pedagogical activity, taking into account emerging ethical problems.

3) Reflection. It is due to the fact that the future teacher reflects specific behavior in the process of his activities.

It is necessary to analyze the relationship between the listed components of professional and ethical competence (personal, behavioral, reflective) and the results of its formation. The personal component is associated with moral and value forces. Moral and value competencies imply the ability to plan and design pedagogical activities on various topics with an understanding of increased responsibility for one's professional behavior, understanding oneself as a bearer of professional and ethical competence. Behavioral competence is integrated with moral and normative competence. Based on the priority of these ethical norms and values, self-regulation of professional activity is carried out, as well as the ability to show politeness, humanism, demonstrate correct speech, emotional and behavioral reactions in difficult situations, the ability to adequately determine professional speech tactics in professional activities, manage personal and business communication, and also organize joint activities.

## **CONCLUSIONS / ВИСНОВКИ**

Ethical values stand out among the core competencies that future graduate teachers must master. These values act as an indicator and at the same time the result of professional and personal training in the course of activity, because the fulfillment of any pedagogical task has moral significance. The ethical competence of a teacher constitutes the main regulation of his actions, it is determined in his skills, traditions, principles of life and professional activity, mental state, actions, deeds and qualities, that is, professional pedagogical norms constitute the teacher's conscious choice of ethical behavior in accordance with the rules of ethical behavior.

One of the ways to develop the ethical competence of future teachers at the master's level is to study various areas of pedagogical science ("Pedagogical technologies", "History of pedagogy", "Pedagogical ethics", "Fundamentals of pedagogical skills", "Ethnopedagogy", etc.) with ethical and pedagogical ideas of an invariant nature. This extensive knowledge underlies pedagogical research by teaching staff to improve the education and upbringing of the younger generation in different historical periods. We believe that in addition to the



standard experience-oriented technologies available in the formation and development of professional and ethical competence of future teachers at the master's level, it is considered appropriate to involve master's students in volunteer activities and the implementation of additional educational programs. This will lead to the formation of special competencies as a result of the formation of professional and ethical competence, which will provide the opportunity to improve their professional and ethical skills in practice.

The research activity is aimed at training specialists who can function effectively as the implementation of the social order of the society, who can adapt to changes in working conditions and technologies throughout their life.

Different levels of consideration of research activity can also be distinguished. Researchers consider research activities within the university as a system. With this approach, the following levels of management are distinguished:

- self-organization and self-management;
- the relevant department that manages the content side of the research activity;
- the dean who leads the organization of scientific work at the faculty;
- scientific research department coordinating and regulating research activities.

Research activity in the activity of administrative staff of educational, scientific or state institutions in the management structure is performed as follows:

- a tool for learning and improving science;
- means of discovering and mobilizing resources in the field of scientific activity;
- means of controlling scientific activity and its implementation in the educational process;
- means of developing science management strategy.

In order to consider the issue of conducting scientific-research activities in the master's degree, the training of masters is initially focused on scientific-research and scientific-pedagogical activities. The scientific-research activity of masters is the main type of their independent educational work. Here, masters make a plan with the help of their direct supervisor, rely on the professional and creative experiences gained during the master's preparation process, as well as in classroom classes, to master the curriculum of the master's preparation. Currently, a modern specialist is required to be ready to act in non-standard situations and bear professional and ethical responsibility for the decisions made. Voluntarism is the voluntary choice of the subject, the active participation of the individual in public life, expressing his personal views and position.

In the process of participating in volunteer activities, communication skills, leadership qualities, tolerance and respect for others are developed and improved. In order to implement the pedagogical conditions for the formation of the humanistic orientation of students' personalities, it is considered advisable to organize their training through presentations at methodological seminars of the department and scientific and practical conferences. The participation of future teachers studying at the master's level in professionally oriented, specially organized volunteer activities contributes to the formation of the professional competence of future teachers in the process of teaching at a university, leads to strengthening the ability to perform professional functions in terms of ethical standards and values.

It is also mandatory to involve master's students in research activities and various types of teaching practice. In order to develop the professional and ethical competence of future teachers studying at the master's level, the conditions for developing their professional and ethical competence can include the creation of opportunities for creative self-realization and self-development of students. This condition is one of the most important in the formation of professional and ethical competence of teachers. Because achieving a positive interpersonal style in a team and organizing various situations requires professional thinking. The use of this pedagogical condition allows us to resolve the contradictions between the high requirements for constant self-development and self-improvement and the actual absence of conditions for creative self-expression and self-realization.

**Prospects for further research in this direction / Перспективи подальших досліджень.** In the modern period, according to the results of pedagogical research, in the system of training future teachers of the 21st century, special attention is paid to the personality of a specialist, the formation and development of his professional competencies, as well as the improvement and culture of the formed professional qualities and value orientations. From the analysis of existing studies it is clear that the components of professional and ethical competence indirectly include professional and ethical culture, spiritual and moral values, tolerance, culture of communication, etc. As a result of the analysis, it is concluded that the personality of a future teacher in the modern era is not only professional competence, but also dignity, self-respect, responsibility, professional self-esteem, the need for self-realization. The teacher of today's generation is a true leader who is flexible in finding creative, alternative communication strategies.

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## СУТНІСТЬ, СТРУКТУРА ТА ШЛЯХИ ФОРМУВАННЯ ПРОФЕСІЙНО-ЕТИЧНИХ КОМПЕТЕНТНОСТЕЙ МАЙБУТНІХ ПЕДАГОГІВ НА РІВНІ МАГІСТРІВ


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**Анотація.** У статті проаналізовано сутність, структуру та можливості формування професійно-етичних компетентностей майбутніх учителів, які навчаються за програмами магістратури. Автором розглянуто загальнокультурні та професійні компетенції, зазначені в магістерській освітній програмі Міністерства освіти і науки Азербайджанської Республіки за спеціальністю педагогіка. У документі «Освітня програма магістра» зі спеціальності «Педагогіка» визначено загальнокультурні компетентності, якими має оволодіти випускник у результаті опанування програми. Серед визначених спільних культурних компетенцій є «володіння правовими знаннями та етичними нормами; а серед компетенцій, якими необхідно оволодіти в організаційно-управлінській сфері професійних компетенцій, є «поведінка відповідно до етичних правил у складних обставинах, оволодіння навичками розуміння етичних аспектів, можливостей, обмежень і соціальної ролі особистості», а також вимагалось провести інформоване оцінювання тем, пов'язаних зі сферою навчання. Вважаємо за доцільне визначити сутність, структуру та шляхи формування професійно-етичної компетентності майбутніх учителів на магістратурі, узявши за основу певні компетентності. У статті також йдеться про формування у майбутніх учителів, які навчаються в магістратурі, навичок поведінки за етичними правилами у складних умовах, аналізується здатність усвідомлювати етичні аспекти особистої поведінки, можливості, обмеження та соціальну роль.

**Ключові слова:** ступінь магістра; європейські стандарти; професійно-етичні компетенції; професійна підготовка; педагогічна етика; міжособистісні стосунки.

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