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Agata Rzymelka-Fraćkiewicz
Teresa Wilk

Problematyczność rozwoju człowieka w obszarze edukacji i kultury współczesnej

Socjopedagogiczne
szkice polemiczne

AKAPIT

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Prof. dr hab. Józef Górniiewicz
Prof. dr hab. Zdzisław Wołek

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Redaktor techniczny

Dawid Iwanowski

Korekta

Jantna Malinowska

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87-100 Toruń, ul. 11. Piłkowskiej 12/23
tel. 56 648 55 53, e-mail: info@weakapit.pl

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Spis treści

Andrzej Radziewicz-Winnicki <i>Krótką notą bibliograficzną tomu</i>	9
Agata Rzymelka-Frąckiewicz, Teresa Wilk <i>Integracja edukacji, kultury i sztuki w nabywaniu umiejętności, doświadczeń i rozwoju – rozważania wprowadzające</i>	13
Część I	
Rodzinne konteksty wychowania i rozwoju człowieka	27
Tomasz Sosnowski <i>Zmiany historyczno-kulturowe i ich znaczenie w rozwoju ojcostwa</i>	29
Tomasz Bajkowski <i>Homeostaza systemu rodzinnego – niepowtarzalność jednostki wartości całej grupy</i>	45
Część II	
Środowisko szkolne w procesie wychowania i rozwoju	63
A. Instytucja szkoły – pedagogiczne inklinacje rozwoju młodego pokolenia	65
Jolanta Szempruch, Joanna Smyła <i>Wyzwania edukacyjne współczesnego świata a odpowiedzialność i etyczność działań nauczyciela</i>	67
Liudmyła Khoruzha <i>Professional ethics of the modern teacher: realities and transformations</i>	83

Agata Rzymelka-Frąckiewicz <i>Współczesna edukacja/szkola odpowiedzi na społeczne potrzeby i oczekiwania wobec rzeczywistości i przyszłości</i>	93
Alina Dworak <i>Instytucja szkoły wobec wzrastających oczekiwań prozdrowotnych pokolenia XXI wieku</i>	109
B. Propozycja rozwiązań i programów edukacyjnych w perspektywie aktualnych potrzeb edukacyjnych	119
Inetta Nowosad <i>Przywództwo i zarządzanie w złożonym środowisku edukacyjnym</i>	121
Katarzyna Kuziak <i>Aflatoun – przykład międzynarodowego programu na rzecz rozwoju dzieci i młodzieży w zakresie edukacji społecznej i finansowej</i>	137
Katarzyna Kowalczevska-Grabowska <i>Koncepcja sieci i jej edukacyjne zastosowanie w pomnażaniu potencjału zdrowotnego na przykładzie School for Health in Europe (SHE)</i>	151
Katarzyna Beata Winko-Rubio <i>Wykorzystanie metody storytellingu na lekcjach języka obcego jako narzędzia edukacyjnego wprowadzającego w świat wartości – przeplatane opowieściami przykłady z własnej praktyki pedagogicznej z uczniami klas IV-VIII szkoły podstawowej</i>	163
Część III	
Kultura i sztuka jako obszar modelujący pozytywne funkcjonowanie społeczne	179
Anita Stefńska <i>Przełamywanie barier. Rola aktora z niepełnosprawnością i teatru terapeutycznego</i>	181
Agata Matysiak-Błaszczyk <i>Wybrane rodzaje twórczej aktywności kobiet pozbawionych wolności</i>	197
Teresa Wilk <i>Sztuka teatralna jako przekaz/informacja, doświadczenie, refleksja i inspiracja (rozważania o wychowaniu młodego pokolenia w perspektywie niepokojącej rzeczywistości – ilustracja w spektaklach: „Bóg mordu” oraz „Inteligenci”)</i>	215

Magda Bałajewicz <i>„Nowa muzyka” dla każdego? Twórczość Bogusława Schaeffera we współczesnej przestrzeni (nie)codziennych możliwości</i>	237
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CZĘŚĆ IV

Środowiskowe i ekologiczne doświadczenia różnych grup wiekowych	261
Ewa Bielska <i>Ryzyko ekologiczne jako kategoria dyskursu naukowego i kultury współczesnej</i>	263
Krzysztof Czykier <i>Łudzie starzy w percepcji adolescentów. Środowiskowa analiza porównawcza</i>	275
Katarzyna Wasilewska-Ostrowska <i>Doświadczenie bezradności przez młodzież</i>	293
Spis autorów tomu	305



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Liudmyla Khoruzha 

Department of Theory and History of Pedagogy, Borys Grinchenko Kyiv University

Professional ethics of the modern teacher: realities and transformations

Etyka zawodowa współczesnego nauczyciela: realia i transformacje

Abstract

As a result of globalization, paradigmatic changes in the contemporary image of the world have been taken into account, which without exception affect all spheres of reality, including the sphere of education. Not only social conditions have changed, but also basic subjects – participants of the educational process: students and teachers. In modern reality, teacher's professional activity requires overcoming various contradictions. It just opened up to new, changes taking place in society, and in education, the necessary functions for exercises to use the function of calculating values, revising ethical norms are needed.

Keywords: teacher, teacher's professional ethics, education

Streszczenie

W wyniku globalizacji nastąpiły paradygmatyczne zmiany we współczesnym obrazie świata, które bez wyjątku dotknęły wszystkich sfer rzeczywistości społecznej, w tym sfery edukacji. Zmianie uległy nie tylko warunki społeczne, ale także podstawowe podmioty – uczestnicy procesu edukacyjnego: studenci i nauczyciele. We współczesnej rzeczywistości aktywność zawodowa nauczyciela wymaga przewartościowania różnych sprzeczności. To właśnie otwartość na nowe, świadomość zmian zachodzących zarówno w społeczeństwie, jak i w edukacji stanowią niezbędną podstawę dla nauczycieli do dokonania pewnych przekształceń wartości, rewizji norm etycznych.

Słowa kluczowe: nauczyciel, etyka zawodowa nauczyciela, edukacja

fessional role, the ethical norms of the teaching profession. Added to this is the reorientation of pedagogy from normative-functional to humanistic and personality-oriented, where the teacher is more active in the role of consultant, facilitator.

So, there are a lot of new tasks for a high school teacher. This includes updating not only the content, forms and methods of educational activity, but also the reorientation of the teacher's consciousness to new values in education, ethical norms, the adoption of the idea of self-development and lifelong learning as a system-forming for professional self-determination, finding ways of relieving the tension between relativism and spirituality of the world, new behaviours in dealing with the younger generation. While playing a significant role in the formation of a new information society, the teacher should be an example to students in updating knowledge, mastering new technologies, creative thinking, tolerant behaviour, preserving cultural moral and cultural values, and *etc.*

These requirements for a high school teacher do not quite correlate with those realities that occur in Ukrainian society. The permanent socio-economic crisis of the last three decades has critically affected the quality of the teaching staff of Ukrainian universities. Even 10–20 years ago, the position of university lecturer was quite prestigious; it guaranteed a relatively high financial reward. With the beginning of the new millennium, a continuous process of degradation of the teaching staff of Ukrainian higher education institutions begins. Emigration, finding a job abroad, transitioning into business or politics of a large part of the higher education faculty have all significantly affected the quality of the teaching staff. Often, those who did not find a place in other fields of activity went to the departments, sometimes just waiting for better times. Of course, people who did not think outside of the scientific-pedagogical activity also came to the departments, but the first ones began to dominate in Ukrainian higher school. Today, we have a steady tendency for the teaching staff to age, a weak influx of young people to work at the University, and a somewhat amorphous attitude towards fulfilling professional tasks.

At the same time, in the documents regulating the development of the educational sphere, for example, in the Law of Ukraine "On Higher Education" there are many articles, which emphasize the fulfilment of certain obligations by the teacher. However, this is not about providing real opportunities for their realization, professional formation of a high school teacher in a competitive academic space. For example, clause 3.3 of Article 58 of the Law of Ukraine "On Higher Education" stipulates that it is the responsibility of scientific and

pedagogical, scientific and pedagogical workers to observe the norms of pedagogical ethics, morals and respect for the dignity of persons studying in higher educational establishments. Such obligations appear as declarations, but do not reflect in any way the conflicting processes of the academic space, the changes that have taken place in it.

Analysing modern educational processes, scientists determine the methodological basis for their understanding. Among them, synergetic is of particular importance as the concept of self-organization and the theory of "field dynamics" by P. Sztompka, who believes that social changes take place at the following elementary levels of the "socio-cultural field": 1) ideas (ideologies, theories, etc.); 2) norms and values; 3) interactions and organizational relationships, and finally 4) interests and statuses [Sztompka 1996, p. 416]. Therefore, in the context of modern transformations in all spheres of life, the teacher as a social being, individual and professional are subject to corresponding changes at all levels mentioned above.

At the same time, norms and values play an important regulatory role in both society and education. The standards of professional conduct and activity of the teacher are models, standards that have a specific historical character and reflect the dynamics of social life and development of education. The importance of moral dimensions in the activity of the teacher is drawn to the attention of Polish scholars: J. Szempruch, W. Cichon, M.M. Urlinska, Z. Kwiecinski, E. Ogrodzka-Mazur. Considering the moral dimensions of the teacher's activity, J. Szempruch notes that values and norms are the basis of professional-pedagogical activity; they make the whole process of education [Szempruch 2013, p. 383]. The presence and formation of these values of the teacher determine the fulfilment of his professional, spiritual potential. These values include: a positive attitude to the chosen profession, the desire to do good deeds, respect for the dignity of each participant in the educational process, understanding the problem of professional and personal development of a person as a priority pedagogical problem, honesty, justice, responsibility. The more clearly invariant value nucleus was identified by the well-known psychologist D.O. Leontiev. These values are a kind of hierarchical steps in the professional and personal development of the teacher. Among them are the following:

- immediate values of ethical order (honesty, kindness, counteraction to immorality);
- values of interpersonal communication (upbringing, cheerfulness, responsiveness);

- values of professional self-realization (responsibility, efficiency in cases, firm will, diligence);
- individualistic values (independence, responsibility, conformism) and *etc.*

Analysing the hierarchy of values of the personality of the teacher, the famous Polish scientist T. Levovitskyi notes that the values that are inherent in education as a whole: freedom, democracy, subjectivity, pluralism and tolerance, as well as classical values that are associated with good, truth and beauty [Levovitskyi 2011, p. 119]. Ukrainian researcher N. Huzii, notes that the axiological basis of pedagogical work makes it possible for the teacher to understand and perceive the meaning of pedagogical values, determine the value type of pedagogical professionalism, value attitude to his professional development [Huzii 2013, p. 367].

There is a point of view according to which each value and value system, and accordingly norms, have two bases: on the one hand, the individual as a social object, and on the other, society as a socio-cultural system. It is in this coordinate system that the educator must develop, internalizing, comprehending reality through inner needs and experiences. It is these processes that lead to the development of the subjectivity of the teacher, his ability to create a harmonious educational environment, namely:

- humanization and democratization of subject-subjective relations between all participants of the educational process;
- change of the professional position of the teacher of the high school into facilitator, mentor, tutor, coach, adviser;
- advantage of partnership in interaction;
- individualization in the professional development of the future specialist;
- ability to understand and determine their perception of the laws of being, reality, people through the lens of personal culture of feelings and emotions;
- determining the value bases in solving different pedagogical problems and conflicts;
- cultural enrichment of all participants of the educational process.

This is due to the fact that the modern teacher operates in a developed information space, and the use of information technology becomes an integral part of his/her activities. Virtual reality, the Internet and networking technologies are transforming the worldview of the modern person, the person him/herself and the cultural field in general. Thus, the openness of higher educa-

tion in its essence defines new ethical requirements for the teacher in communication, selection of necessary content, technologies in the information space. In this context, information technology is affecting fundamental human rights in terms of copyright protection, intellectual freedom, responsibility and security. Even the new science of information ethics is emerging that addresses the issues of ownership, access, cost, security, and community information [Moore (ed.) 2005]. Ethical guidelines for educators to work in the information space are: privacy, credibility, systematic and accessibility.

Therefore, transformations that affect all areas of the teacher's activity require corresponding changes, first and foremost, at the socio-personal level. Therefore, it is urgent to develop the personal and social competences of teachers, which are an integral part of their multifaceted pedagogical activity, necessary in numerous situations of cultural and moral choice, dialogue of cultures, evaluation, determination of a certain position, etc. Confirmation of the importance of the above is the results of a survey of teachers conducted in 2018 in the framework of the implementation of the project "Competencies of high school teachers in the age of change" № 21720008 with the assistance of the International Vishegrad Fund and the Ministry of Foreign Affairs of the Netherlands. Respondents were lecturers from Borys Grinchenko Kyiv University (Ukraine), Silesian University in Katowice (Poland), University of Ostrava (Czech Republic), Matthew Bela University in Banska Bystrica (Slovakia).

The cumulative result regarding the attitude of high school teachers to the importance of social and personal competences in professional activity is shown in Fig. 1.



Fig. 1. Attitude of high school teachers to the importance of social and personal competences in professional activity.

It should be noted that the most important socio-personal competences were for teachers from Ukraine (66.4%); the lowest result was reported by colleagues from Slovakia (51.3%). But it should be noted that for teachers from all four countries the results exceed 50%, which confirms the idea of the dominance of these competencies in the activities of modern teachers.

In the structure of social and personal competences, special attention was paid to the study of pedagogical culture and ethics. The correlation between teachers' and students' ratings of these characteristics has also been explored in this study (Fig. 2). Both groups are convinced that academic staff should understand the social importance of pedagogical activity and their responsibility for it. Both faculty and students are convinced that being open to communication and dealing with difficult situations is a very important competence for academic staff. At the same time, students emphasize the need for a tolerant attitude of the teachers during the educational process towards the students. An urgent need for students is to find an understanding with the teachers, the older generation, to accept and understand their values.



Fig. 2. Comparison of teachers' and students' opinions on the importance of pedagogical culture and ethics.

The investigations and conclusions actualize the development of professional ethics in the new system of values of coordinates. An effective method in this regard is the teacher's awareness of these norms through the prism of student reasoning. Namely, the work of students of the second level of higher education majoring in "Pedagogy of Higher Education" over the ethical code of the teacher. Such work contributes to the ethical development of both teach-

ers and students – a continuous process of personal and professional growth, which involves raising the level of moral awareness, professional reflection and the formation of an ethical system of attitudes towards all subjects of the educational process.

Understanding the ethical rules and rules, pedagogical taboos gives students a certain signal, allows them to adjust their rules; identify new requests and needs of young people, which testify to changes in their values and norms. After all, the aspect of ethics in the field of modern skilled work of the teacher can also not be interpreted as eternal and unchanging, since his spiritual power is enriched in the life of every generation and exposed to society.

Interesting from the work experience is the author's development of this material regarding the definition of pedagogical taboos by the undergraduate students regarding the sphere of his/her interaction in the system "student-teacher". The most important objections were the following. It is not allowed to:

- distribute confidential information about the student;
- pass on the personality and humiliate the dignity of students;
- destroy the personal property of students;
- make observations about student appearance;
- impose a student's will;
- create a situation of stress, tension, intimidation of students;
- engage in personal affairs during class;
- discuss religious and political topics;
- double standards;
- emphasize their superiority towards students;
- build material relationships with students;
- use non-professional vocabulary and *etc.*

An integral part of the teacher's multifaceted activities is his/her scientific work, whose ethical standards have also changed today. Teachers' scientific activity is a special kind of activity aimed at acquiring and progressing knowledge, exploring new facts and phenomena, self-improvement and self-realization. However, it should be defined such virtue as academic honesty, the presence of which determines the following rules of scientific activity of the teacher:

- desire for knowledge, cognitive activity;
- honesty;
- scientific conscience;
- objectivity;

- freedom of creativity;
- responsibility and *etc.*

The above ethical norms are of a general nature and regulate the different spheres of scientific activity of teachers: work in a scientific team; organizing and conducting experimental research activities; publication activity and participation in the review of scientific works; preparation of dissertation researches, participation in scientific discussions; attitudes to the research of other scientists, *etc.*

Summarizing the above, it should be concluded that in today's realities, the professional ethics of the teacher require change and development. It is possible to understand the essence of this process only through the dialectic of forms of its manifestation: static and dynamic. Static form characterizes the level of formation of moral values and principles of personality and reflects its existing ethical level. Dynamic form is the ability to respond to changes and new challenges, to act in different psychological and pedagogical situations, without violating the norms of pedagogical ethics. Thanks to the dynamic form conditions are created for pedagogical reflection, self-improvement, choice of optimal professional-personal guidelines and ways of interaction with all participants of the educational process. The dialectics of the development of the professional ethics of the teacher is the interaction of static and dynamic forms, which can occur in the process of professional activity and improvement.

Therefore, the professional activity of the teacher requires overcoming various contradictions between such factors as the dynamics of professional tasks and readiness for their realization; changing generations and ethical dimensions of students and the desire of the teacher to change their approaches to solving different pedagogical situations, while at the same time taking a clear, consistent position, which demonstrates his/her values and ethics. Therefore, openness to the new, awareness of the changes taking place both in society and in education serve as a necessary basis for teachers to carry out certain value transformations, revision of ethical norms. It is obligatory component of the activity of the high school teacher that makes it modern, creative, innovative, interesting for students.

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