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Sergii Ryk

PEDAGOGICAL ETHICS AND MODERN SOCIETY CHALLENGES

У статті йдеться про комплекс складних морально-етичних проблем, на які нашою освітою України в процесі інтеграції до європейського простору і які суттєво впливають на педагогічну сферу, вимагаючи від українських вчених, педагогів, філософів сучасних інноваційних рішень. Підкреслюється, що українська система освіти інтенсивно трансформується і є об'єктом уваги спеціалістів ряду галузей соціоантропоцентричного знання в плані виявлення нового етичного забезпечення діяльності педагога в умовах глобалізаційних процесів.

Ключові слова: професійна етика, педагогічна етика, глобалізація, освіта, наука, інновації, інтеграція, освітньо-інтелектуальний простір, філософія освіти.

The article refers to a set of complex social and globalization issues, which education of Ukraine deals with in the process of integration into European area, and which substantially affect the educational sphere requiring the latest technological innovations from Ukrainian scientists, educators, philosophers. It is emphasized that Ukrainian education system is intensively transformed and is the object of socio-humanitarian specialists' attention in terms of identifying new ethical provision of pedagogues' activity in globalization processes. New tasks which rely on education and training in search of new pedagogical tools and guidelines to mitigate the confusion caused by the collision of cultural, ethnic, religious and economic interests are outlined. Upbringing and education are aimed to find ethical and effective pedagogical approaches to reconcile social and moral conflicts within public national-state space in terms of European integration processes.

Institutionalization directions, theoretical background and praxeological principles of pedagogical ethics, as well as specifics of corporate social responsibility in transitive societies, which include Ukraine are investigated in the article. Attention is paid to the pedagogue's responsibility in the era of scientific and technological innovations, development of responsibility idea and specifying of its content in globalized world; moral and theoretical issues of pedagogue's professional activity and ethical regulation of educational and pedagogical environment in the context of humanistic values transformation as well as the possibility of pedagogue's moral individual improvement within the framework of professional activities have been found. The study relevance of moral content of Ukrainian teachers' pedagogical activities is caused by absence of theoretical and practical works in the field of teaching ethics in the conditions of integration processes.

Key words: professional ethics, pedagogical ethics, globalization, education, science, innovations, integration, educational and intellectual space, philosophy of education.

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Problem statement. Over the last decades a number of significant changes have taken place in the economy of our country which significantly influenced the transformation of pedagogical professional ethics. If education was usually regarded as an integral right of every citizen before 1990s, then later it came to be regarded as object of buy/sell, object of utility, a service that can be purchased on the market. Although education expenses grow, its share in the gross national product increases, expenses for regional educational programs increase, however the state continues to fund far inferior to need. There are new projects that occupy their places and material resources in educational and upbringing sphere. For modern education educational business projects, establishment of private educational institutions, advertising and competition between suppliers of educational services, elite education and schools have become typical. Vector direction of Ukrainian national policy at reforming of educational system rose up these changes to the level of national policy. Economy and business, in fact, were the main factors in the transformation of education and pedagogical ethics in modern Ukraine.

A review of recent research and publications. In national pedagogy the ethical problematics was raised in the works of Ukrainian classics A. Makarenko and V. Sukhomlinsky. I. Chernokozov, E. Fedorenko's et al works were a continuation of moral and ethical analysis of pedagogue's professional activity the Soviet period.

In independent Ukraine questions of pedagogical ethics have been deeply investigated by V. Vasyanovich. However, this ethical and pedagogical analysis was based on the texts of classics of philosophy and literature, published mainly in the 1990s. Nowadays these works insufficiently correspond to the needs of ethical regulation of pedagogical activity, because a large amount of works in professional and applied ethics, which began to develop rapidly in recent decades in the former Soviet Union towards the creation of academic ethics theory, remained without author's attention.

O. Romanovsky's research was carried out in psycho-pedagogical way with a focus on vocational training. Now Lithuanian researchers N. Vasilevne, A. Yurchukonite, as well as the Belarusian researcher T. Mishatkina are working on the territory of the «near abroad» taking into account the latest achievements in professional and applied ethics. Results of Ukrainian ethicists' work were announced at the thematic conference in Vilnius «Academic ethics and university management improving» (2011), where T. Abolina and M. Rogozha spoke on behalf of Ukraine. But the Vilnius conference discussed research achievements only in the sphere of general ethical questions of education and science, focusing mainly on university ethics. Issues of pedagogical ethics with emphasis on value-normative regulation of teachers' community professional activities were not raised there. In Ukraine serious research in this sphere have not been carried out for the last five years.

Presentation of basic material. Changes occur in educational-pedagogical sphere, in the relationship of a teacher and a pupil, a teacher and a

student, within a pedagogical collective resulted in that pedagogical ethics has become a topic that interested all of society. Ethical and pedagogical problems were under discussion of wide audience, public discussions, collective decision-making, and even legislative acts. Often these problems are caused by the fact that a pedagogue interprets his pedagogical duties in such a way that they come into conflict with the students and their parents' wishes or even go beyond the moral and ethical regulation and statutory requirements. In such cases legal and regulatory methods are used, solutions to moral-pedagogical conflicts are transferred to the courts, although it is clear that existing moral-pedagogical problems cannot be resolved with regulations of legal institutions. But the example of many European countries with a developed civil society shows that they are substantially defining the norms that people consider «ethical ones». Compliance with these standards, respect for the law indicates a high legal culture of the society. But all of this is external factors ensuring pedagogical justice, which lead to the mixing and substitution of moral imperatives for legal ones. Such contradictions between law and ethics, law and morality in our society begin to be studied critically promise to be a source of contradictions in future, especially in the field of pedagogical activities. Creative human relations are regulated mainly by ethical, aesthetic, psychological and emotional factors, but not legal norms. Although moral and ethical values do not have force of law in educational and pedagogical sphere, they establish a significant compliance and confidence degree in pedagogical collectives. Therefore efforts should be made to support and develop the prospect of pedagogical-ethical thought direct influence on legislative process, which occurs in the state educational sector. In general, today the whole system of public politics formation in education should be carefully analyzed and examined in terms of ethical and moral consequences, because pre-school education reforms, training courses and disciplines content, educational innovations, admission regulations, problems of independent knowledge quality assessment, expansion of educational services, career guidance and promotional activities of higher education institutions, new management forms, intellectual property protection, adult education, elite schools – policy in these areas can't but involve fundamental issues of pedagogical morality.

The procedure of moral decision making is an important point in ethics. Therefore you should pay attention primarily on the correctness of not so much normative as procedural application of pedagogical ethics. However, compliance with the procedure by means of which decision is being made is an important part of pedagogical ethics, but it is not the whole ethics. Even in the case of morally justified and properly executed procedure contradictory decisions can be made. They cannot give a positive result, as in moral and ethical collision there is always a subjective factor.

Nowadays nobody is against pedagogical ethics teaching at pedagogical higher educational establishments, as well as professional ethics teaching at other universities. Moreover there are opinions, that these courses should be

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deepened and extended. In this context approaches are proposed to consider it not as a formal academic discipline, but as indoctrination of more or less professional code.

Today pedagogical ethics informally or formally is taught in almost all pedagogical universities in cooperation with other culturological courses and humanitarian subjects. However pedagogical ethics still does not take its adequate place in the system of continuous pedagogical education, advanced training and professional development of teaching employees. The aim of this discipline teaching in most universities is a need to improve understanding of ethical problems by the students, skills acquisition of ethical and methodological analysis and evaluation, students' insight into professional classical and modern literature; assistance to students in a deeper understanding of moral values – both proprietary and colleagues, partners and friends'; ability formation to distinguish pedagogical good and evil; regulate and resolve moral conflicts; to confirm conviction in educators' minds that pedagogics is a form of ethics, ethics is a form of pedagogics. Considering modern students' various views on morality, analytical, methodological, ideological, not normative-disciplinary function of ethics come to the forefront in teaching. We hope that such courses will effectively influence on the formation of morally responsible behavior and enhance moral analytics in teaching staff. Without doubt this will enhance students' perception of pedagogical ethics problems and will teach them the art of moral evaluation. But, as is well known, study of ethical courses, examinations and tests in this discipline does not guarantee ethical behavior in practice.

Considering the scale, depth and nature of socio-economic and political changes that have occurred in our society over the last twenty years, it is quite difficult to predict future reforms direction. But today it is clear that most fundamental moral and pedagogical problems have already been initiated, professionals in this field need to start their solutions. The fact that traditional system of moral and pedagogical values will not remain immutable no one has objections. The task of pedagogical ethics is that it must determine what values and norms are necessary to save from the past, which are to re-create. This is the main task of philosophers, ethicists, educators, sociologists, psychologists and other experts in the field of education and upbringing in further approval of humanistic values of the XXIst century.

Reality itself determines the vectors of changes. There is the assumption that at the level of the whole society it will be very difficult to reach agreement on the important issues raised by teaching ethics regarding the fundamental problems of human life, its meaning, values, content, good and evil, human activities, education, training etc. Therefore it is already possible to note a clear decreasing tendency of generally recognized obligations volume. These mean obligations of subjects of public relations to each other and pluralism increasing of professional codes and systems in modern world. Pedagogics «internal morality» will be probably generally accepted. The peculiar pedagogical

principles, such as obligation to be competent, intelligent, tolerant, intellectual, modest, friendly, creatively develop pedagogical knowledge will remain their relevance. Respect for individual's autonomy and freedom, bases expansion for educational politics formation, social dialogue democratization, equal rights, new standards of social justice, new solidarity forms, careful control and self-control for educators competence etc will organically be added here.

However the most complex problems will be connected primarily with different interpretations of what is profession's basis and what kind of duties personal duties were imposed on teachers by means of pedagogics. Some experts will be considering the primacy of student's interests, ideas of child-centered theory as a basic principle of pedagogical ethics. These pedagogues will maintain their position that it is necessary to a certain extent to limit their own interests for pupil's intellectual benefit. Entrepreneurship, tutoring, pedagogics focused on profits, investment in educational institutions and their possession, private and elite schools supporting, commercialization of education, transfer of business ethics into pedagogical ethics etc will be morally unacceptable for them. They will not morally recognize and they will consider shameful the approach to education as a commodity or a focus on a teacher and a pupil as parties to a legal contract, a regulatory transaction. There are a lot of such pedagogues; among them there are young professionals, who remain protagonists of these ideals. Economic activity will not take the place of pedagogical creativity; they will never sacrifice spiritual values in favor of commercial interests. This category of teachers can be called «golden fund» of the profession, «donquixotes» of Ukrainian education (V. Andrushchenko), who have chosen this profession by vocation, and their loss would be a tragedy for educational sector.

Another large group of educators will seek moral justification and approval of pedagogics as a form of business. In their opinion, all forms of educational services: from printing textbooks, learning and teaching materials to production, storage and transfer information – everything has to be legalized in business form. Market ethics should be adopted in educational sphere and considered as a realistic practice. Representatives of this position will always insist on the fact that private interest will facilitate, not hinder solving the major educational problems.

Another group of representatives of all educational activities levels tend to operate according to employee associations rules. In this case education and pedagogical activity are in the «product» form. The activities of associations and trade unions, protection of collective interests, the right to protest and strike, working conditions and wages, social security and assistance, rewards, incentives, benefits, wages, participation in management etc are in the ethical analysis focus.

In terms of changes occur in society, these positions, despite their different moral and ethical validity, are equally noteworthy.

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Sure enough not all possible views on the future directions of pedagogical ethics development are given here. But there are three major approaches on the basis of which other thoughts and attitudes can be formed. There is no doubt that moral and ethical problematics will not stay out of professionals-pedagogues and philosophers-ethicians' view. New values will appear; new ethical imperatives will be approved, but the question whether a universally accepted set of pedagogical ethical norms will be created remains open for a long time. Life itself will give an answer. Because life and pedagogical practice suggests that when choosing teachers, pedagogues, establishments for training entrants and their parents pay more attention not only on their pedagogical competence, level of accreditation, staffing, professional skills and technical equipment of an institution, but also on moral preferences, moral environment and atmosphere that prevail in a pedagogical collective.

Thus for our opinion each group of pedagogues and each institution of any accreditation level eventually will be forced to make public declaration of their moral principles, which they will unswervingly adhere in their work and under no circumstances will break them. Young citizens wishing to obtain advanced education must know on what moral priorities they will have to orient themselves.

«Ethical Code of Ukrainian scientist» was the first such a code. Its purpose is to «formulation of general ethical principles, which each scientist and teacher must adhere in his work. The Code regulates relations among the scientists and with the community. It establishes basic principles for scientists' assessment of their work and colleagues' activities at moral angle. Confirmed principles should serve as a basis for young scientists' ethical training. The main objective of the Code is to give priority to moral science dimensions and social responsibility of scientists' community and each scientist separately» [*Etychnyi kodeks...*, 2010: p. 2]. Ethical dimension develops and activates human physical and spiritual powers. This process is most pronounced at professions with a high degree of creativity, and a man is the object of their influence. Professions of a scientists and a pedagogue refers precisely to such ones. For the representatives of these professions moral qualities are of particular importance, because in this area there are practically no contrasts between action and deed, because there are very little actions, neutral in their moral content. In addition professional affiliation affects the hierarchy of moral values. For example, the highest value for a scientist is the truth, and for a teacher – formation of his pupils' personalities.

Professional activity also forms human's appropriate qualities, from manner to behave and talk to his way of thinking. Pedagogical activity steadily puts a person in such a situation that constantly requires corresponding moral qualities necessary for his proper professional duty fulfillment. Formed code of moral requirements to him as a representative of pedagogical profession also influences a human.

In addition to «natural» pedagogical influence on individual's morality there is possible purposeful influence on a teacher's moral consciousness in accordance with its Code by means of: 1) professional pedagogical ethics teaching at specialized educational institutions conducting specialists training; 2) control of non-governmental organizations for the implementation of professional-ethical code by teachers and self-control; 3) educational and informational work among representatives of pedagogical profession.

Conclusions. Surely only a small part of facts and problems accumulated today in the field of educational and pedagogical activity has been the subject of ethical analysis in this article. However even that part of them which came in our view allows us to determine main characteristics of a modern pedagogical ethics paradigm. The main essence of this concept is a pedagogue's moral responsibility for the formation of a new subject of human life – an active defender of social progressive changes, a morally indifferent person. Characteristic features of a modern pedagogical ethics paradigm are the requirement of professionalism, a pedagogical activity subject's ability to systematically work on his moral and professional development, increasing his competence and qualification throughout life, to be ready for self-development, to be able to operate in conditions of unstable world of unpredictable risks. Modern pedagogue must fluently operate with innovative technologies, constantly «polish» his pedagogical skills, bring them to the level of freedom, creative self-realization, and competitiveness. Methodology of ethical-pedagogical current problems solution is scientific outlook, philosophy of education, principles of human-centrism, humanism values.

Considering the paradigm of modern pedagogical ethics, a pedagogue should be able freely conduct a dialogue in a multicultural space, be tolerant to national traditions and cultures, be maximally open to the world. Just following the imperatives of professional and ethical paradigm, modern pedagogue is able to reach the truth of high spirituality, human morality, ideological culture, deep understanding of reality and understanding of national idea. Only on the principles of modern moral paradigm one can bring up a new generation of teachers, professional instructors of noble deeds, educators of future generations. From the content of values that will be put in young people' outlook and how the imperatives of morality and spirituality will be the basis of their beliefs, future of Ukraine will depend. In this context special hopes are assigned to pedagogical institutions and their employees, because the representatives of pedagogical science in future will form the core of Ukrainian intellectuals, that will cherish national identity, culture, science, education, knowledge, art for their motherland, their people and ultimately for all mankind.

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Oleksandr Toporenko

THE SYSTEM OF INITIAL MILITARY TRAINING OF THE UKRAINIAN SSR IN 1920s: HISTORICAL-PEDAGOGICAL ASPECT

У статті досліджено процес становлення і розвитку системи початкової військової підготовки в освіті УСРР 1920-х рр. Автор визначає і аналізує основні види діяльності оборонних товариств, партійних і радянських органів влади та їх співпраці із радянськими школами. Виконано аналіз джерел радянської педагогічної думки 1920-х років з визначення категоріального апарату досліджуваної проблематики. Розроблено й охарактеризовано основні етапи системи початкової військової та допризовної підготовки з учнівською молоддю та обґрунтовано їх змістовні компоненти. Проаналізовано основні тенденції та напрямки первинної військової підготовки з молоддю, яка не навчалась. Виділено перелік нормативно-правових документів освітнього та військового відомств в області початкової військової підготовки учнівської молоді. Виділено основні досягнення і недоліки радянської військово-патріотичної системи підготовки молоді.

Ключові слова: *початкова військова підготовка, допризовна підготовка, молодь, оборонно-масова робота, ГТО, Всевобуч, ТСОАВІАХІМ, спорт, захист Вітчизни, педагогічний процес.*

В статье исследован процесс становления и развития системы начальной военной подготовки в образовании УССР 1920-х гг. Автор определяет и анализирует основные виды деятельности оборонных обществ, партийных и советских органов власти и их сотрудничества с советскими школами. Выполнен анализ источников советской педагогической мысли 1920-х годов по определению категориального аппарата. Разработаны и охарактеризованы основные этапы системы начальной военной и допризывной подготовки учащейся молодежи и их содержательные компоненты. Проанализированы основные тенденции в образовательном