

Deontological readiness for research activities – the essential requirement in the preparation of new generation teachers

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Abstract: The article deals with the problem of the necessity of teacher's deontological readiness for research activities characterizing a level of development of his professional competence, privilege of value orientations, degree of mastering and observance by him the norms of pedagogical ethics, deontology, social life principles, the Constitution and other acts of legislation. The authors examines different approaches to research of teacher's professional readiness problems and a set of interpretations of the "readiness for pedagogical activity" concept, opening various aspects of future teachers' readiness formation.

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Introduction

Requirements to teacher's activity, his personality are formulated proceeding from a concrete sociohistorical situation. The society, the political system which has developed in the given society, social and economic relations, national traditions "built" educational system, as well as the requirements to teacher's personality and his behavior norms.

There are considerable transformations in all spheres of social and spiritual life, including education sphere. Modern policy of quality in education sphere demands the new approach to process of preparation of pedagogical cadres [1].

II. Methods. It is necessary to find special ways of perfection of the matter of vocational training where formation of teacher's readiness to performance of professional duty is one of the most important things [2]. This part of educational work is connected with teacher's outlook, his social, political and humanistic orientation. Methodological aspects of science are closely connected with ideological-ethical ones. New conditions generate also new scientific ethics as well as the new type of the careerist. Teachers of new generation should have the new qualities defining success of their professional work. To our opinion this new quality is deontological readiness for research activities.

Pedagogical deontology is the science which is turned directly to teacher's personality, closely related with practice, social-ethical rules, rules of law, cultural wealth and has influence on all sides of teacher's professional relations.

III. Results. Formation of deontological readiness assumes cardinal change of process of orientation of

teacher's vocational training where future teacher's consciousness education process of regulation and self-regulation of the professional work according to the pedagogical deontology principles will dominate. Deontological readiness for research activities will provide motivation of such actions teacher's personality which will force him to selfprogress and selfrealize himself.

The peculiarity of teacher's work is that his personal qualities are the means with the help of which upbringing of pupils is carried out.

V.A. Slastenin mentions that the basic component of structure of teacher's personality is the professional – pedagogical orientation forming "the skeleton round which the basic properties of teacher's personality arrange" [3]. He considers that it is problematically to separate "actually pedagogical qualities from other varied properties of teacher's personality, which have influence on success of his activity. Being synthesis of varied abilities, qualities of mind, feelings and will these qualities are shown up, formed and developed in the general structure of properties, relations and actions of teacher's personality who is the subject of educational work" [3].

In the psychological-pedagogical literature the concept "readiness for pedagogical activity" ("teacher's professional readiness") is considered ambiguously.

N.N.Nikitina, N.V.Kislinskaja distinguish two kinds of professional teacher's readiness:

– teacher's theoretical readiness assuming mastering by system of common cultural, general scientific, special, psychological-pedagogical knowledge;

– teacher’s practical readiness reflecting the list of skills contained in the job description [4].

D.N. Uznadze defines the considered concept as psychological condition of the subject arising for satisfaction of any requirement: “readiness is such an essential sign of a purpose which is shown up in all cases of subject’s behavioral activity” [5].

M.I. Djachenko, L.A.Kandybovich assert that in the course of labour activity not only steady personal features of an individual (convictions, sights, character traits etc.) are shown up, but also the situational mental conditions connected with the given kind of activity. According to the scientists, readiness for professional work means the adaptation of an individual’s possibilities for successful actions during any certain moment, its internal mood on certain behavior at performance of educational and labor problems as well as aiming at active and expedient actions [6].

In N.D. Hmel’s researches teacher’s readiness for professional work is considered as set of motivative-personal, content and procedural components [7].

L.V. Zanina, N.P. Menshikova define professional readiness of an individual as “readiness for choice of labor, professional way, comprehension of own interests, individual psychological peculiarities of personality” [8].

V.A. Slastenin defines professional readiness for pedagogical activity as “set of professionally caused requirements to teacher in which structure it is possible to allocate on the one hand – psychological, psycho physiological and physical readiness, and on the other hand – scientific–theoretical and practical preparation as professionalism basis” [3].

In the “Dictionary on social pedagogics” professional readiness for any kind of activity is considered as “a subjective condition of an individual considering himself capable and prepared for performance of certain professional work and aspiring to carry it out” [9].

As we see, there are various approaches to research of teacher’s professional readiness problems and a set of interpretations of the “readiness for pedagogical activity” concept (“teacher’s professional readiness”), opening various aspects of future teachers’ readiness formation. According to E. Michael, A.S. Magauova, research of teacher’s professional readiness problems is conducted in several directions: personal approach, considering readiness as the display of individual–personal qualities caused by character of forthcoming activity (K.A. Abulhanova-Slavskaya, V.G. Ananiev, L.S. Vygotsky, A.N. Leontiev, etc.);

– functional approach, representing it as transient readiness and working capacity, prestarting

activation of mental functions, ability to mobilize necessary mental resources for activity realization (E.P. Ilyin, N.D. Levitov, F.Genov, etc.);

– personal-active approach, defining readiness as complete display of all individual’s qualities and giving the chance to carry out effectively his functions (A.A. Derkach, M.I. Djachenko, A.I. Mishchenko, and others) [10,11].

It is significant, however, that in the presented various points of view of home and foreign scientists the issue on deontological readiness for research activities is not considered as teacher’s readiness state to find ways of assistance to harmonious development of pupil’s personality, his physical and mental health, based on the principle “Don’t do much harm”. At the same time it is necessary to note that it is the level of sensibleness condition of available knowledge, abilities, skills of teacher which are necessary for performance of professional duties according to deontological principles [12]. The described condition is defined by us as teacher’s deontological readiness for research activities (the detailed analysis of educational, scientific-methodical, encyclopedic literature has shown us that the “teacher’s deontological readiness for research activities” term cannot be found in any of philosophical, psychological, pedagogical and other reference editions).

Deontologically ready teacher is one of the basic conditions of efficiency of teaching and educational process in any educational institution. Teacher’s deontological readiness for research activities is the state of teacher’s consciousness readiness, as well as his knowledge, abilities, skills to performance of educational, pedagogical activity according to professional duty requirements. It is an integral part of his general readiness reflecting a level of development of professional consciousness, comprehension of professional work due. In other words, it is an integrative description of teacher’s personality, including scientific-theoretical, methodical and psychological – pedagogical preparation, as well as professional abilities and professionally significant qualities of an individual. From this it follows that formation of teacher’s deontological readiness is not an isolated process.

Teacher’s deontological readiness for research activities characterizes a level of development of his professional competence, privilege of values orientations, degree of mastering and observance by him the norms of pedagogical ethics, deontology, social life principles, the Constitution and other acts of legislation.

Teacher’s deontological readiness for research activities means not only knowledge and understanding of pedagogical deontology, but also an

active work realization on its introduction in various spheres of educational institutions. In consequence of this deontological intuition is developed at which professional duty is considered to be the concept not depending on good or the concept logically preceding it (the good consists in doing one's duty). According to deontological intuition, moral duties have no basis in social requirements, they are obvious, eternal and unchangeable.

In other words, teacher's deontological readiness for research activities is positive professional condition of teacher's consciousness in action (deontological consciousness) which is transformed then into his self-consciousness. Displays of teacher's consciousness are reflexion, comprehension of motives of his behaviour, understanding of professional duty. Otherwise it is possible to name it teacher's deontological self-consciousness.

The matter of teacher's deontological consciousness is constituted by the following purposes:

- Orientation on formation of high pedagogical culture, providing belief in sanctity of the principle "Don't do much harm to mental, physical health of pupil!";
- Orientation on the presence of the increased sense of justice, expressed in ability to estimate faultless and objectively pupils' work and knowledge, in ability to estimate critically his own and somebody's behavior as well as self-critical attitude to own actions;
- Orientation on formation of general and special-professional intelligence, learning, an operative awareness not only in the narrow sphere of professional work, but also in adjacent areas of knowledge, mastering by a passional induction (passion with the ideas, mood of other people) and pedagogical mastery.

Deontological consciousness formation occurs during all teacher's life. Teacher should begin this process at his junior age because according S. Lasky (and we share his opinion) "if today's student understands a professional duty as a specialization for comfortable existence in a certain field of activity, and an executive position as a career then we'll have to live as if we are the descendants of the people who have turned to a centaur, co-existing peacefully with impious" [13]. Therefore, first of all, future teacher should develop such personal quality as moral certainty in correctness of his opinions, i.e. teacher should cultivate his own convictions which will allow him to act according to his value orientations [14,15].

Convictions which future teacher will get owing to deontological training are the most perfect pedagogical consciousness reflexion in reality, as

well as his attitude to professional duty. In support of this we cite K.D. Ushinsky's quotation: "a teacher should be educated, theoretically ready in the field of pedagogics and psychology. But is not enough for him to have deep knowledge. He should be an individual with firm, deep and consecutive convictions. It is impossible to work with creative inspiration without convictions. The main road of human education is a conviction, and to act on conviction is possibly only by conviction.

Any education method which doesn't become tutor's conviction, remains the dead letter which does not have any force in reality" [16].

Teacher's firm convictions in the course of professional work are transformed into his deontological credo ("credo (from Latin credo – I trust, I believe) – convictions, views, outlook bases") – teacher's moral certainty forming his world conception, based on consciousness of the professional duty which is a regulator of his acts.

IV. Discussion. Teacher's deontological readiness for research activities promotes development of deontological behavior depending on:

- the degree of mastering of pedagogical deontology bases;
- the degree of professional duty comprehension ;
- the specificity of professional work;
- individual originality of teacher's personality creativity.

Loss of any of the elements of this system («deontological consciousness – deontological selfconsciousness – deontological conviction – deontological credo») leads to unavailability of teacher's deontological readiness for research activities.

As said D.I. Mendeleev, it is necessary to call for pedagogical work those people who have conscious calling for this work and science and anticipate satisfaction in it, understanding the general national need.

Deontological unavailability of teacher is shown up in his nonprofessional behavior, namely:

- in misunderstanding by a tutor or a teacher of his professional duty, and, as consequence, inability to build correctly mutual relations with pupils, to understand their mood, to mobilize all forces for positive development of their personality;
- in unavailability of professional consciousness, i.e. absence of the professional teacher's I – conception that leads to impossibility of process of transformation of professionally-deontological consciousness into deontological conviction and credo. Deontological conviction and credo regulate teacher's behavior according to pedagogical deontology principles.

Hence there is a necessity of formation of deontological readiness for research activities of all workers of educational system, beginning, first of all, from tutors of infant schools, teachers of comprehensive schools, lyceums, colleges, gymnasia and teachers of institutes of higher education.

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