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## **DEONTOLOGICAL CULTURE OF A FOREIGN LANGUAGE TEACHER IN THE PROCESS OF PROFESSIONAL ACTIVITY IN A TECHNICAL INSTITUTION**

*The article deals with the issue of deontological culture of a foreign language teacher in the process of professional activity in a technical institution. The view points of leading scholars on the concepts of «pedagogical deontology», «pedagogical culture», «deontological culture», «professional activity of a teacher» are regarded. The author gives her own definitions on the concepts of «deontological culture of a foreign language teacher», «professional activity of a foreign language teacher». The components of deontological culture of a foreign language teacher in the professional activity in a technical institution are determined in the article: a foreign language teacher's art of teaching and ambition of regular self-improvement; a teacher's speech culture; pedagogical erudition and possession of methods of teaching languages (basic and for special purpose); teaching tact and pedagogical ethics; a foreign language teacher's ethical and mental development; a foreign language teacher's objectivity and exactingness.*

**Key words:** *deontological culture, a foreign language teacher, professional activity, technical institution.*

### **Introduction**

The law of education states that it plays the role of intellectual, cultural, social, economical development of a person, society and the country. In its turn, the professional education is aimed to the formation and the development of professional and general knowledge, skills and attainments, another people's competencies, which are necessary for work activity for a certain profession (a group of professions) or a specialization which finishes getting a certain job qualification [12]. One of the demands to the today's specialists who know a foreign language in a sufficient level as a means of a communication. According to the European Framework of Reference for Languages and Concept of teaching foreign languages the main aim of teaching a foreign language is the formation of communicative

competence among the professionals, that means mastering a language as a way of intercultural communication, the development of skills to use a foreign language as a tool in the dialogue of cultures and civilizations of the modern world [5]. In our opinion, the topical question is the deontological culture of a foreign language teacher.

The purpose of the article is to define components of the deontological culture of a foreign language teacher in the process of a professional activities.

### **Materials and methods**

In the psychological and pedagogical scientific literature one can find many research works devoted to a teacher's professional activities (E. Karpova, M. Rudina, Zh. Kovaliv, V. Konovalova, L. Malakanova, M. Rudina etc.), deontological constituent of a teacher's professional activities (L. Romanishyna, M. Vasylieva, I. Shepliakova, O. Akimova, N. Telychko, A. Maksutov, L. Chumak etc.), cultural constituent of a teacher's professional activities (T. Kolodko, N. Pustovoi, O. Dobrynets, O. Znachenko, V. Paskar, O. Shevniuk, L. Moskalova, T. Moroz).

According to E. Karpova's definition, pedagogical activity is a creative process, which doesn't lead down to revision of traditional standards, it is always changed, that require from a teacher making of decisions based on personal knowledge, experience and life position [3, p. 58].

Researcher L. Malakanova considered a teacher's professionalism as a qualitative factor of the pedagogical activity. Its characteristics are: common humanitarian culture, art of teaching, possession of teaching technologies [4, p.7].

According to M. Rudina's position, the professionalism of a young foreign language teacher is a complex of specific competences for the profession of a foreign language teacher, that develop and advance during post-graduate pedagogical education on the base of andragogical period and provide an effective professional activity of a teacher in modern social and economical conditions according to his/hers personal system of values [8, p. 11].

Under the professional activity of a foreign language teacher we understand a complicated formation, a system of pedagogical skills and attainments, self-analysis of own actions; a set of competences which are appropriate to a foreign language teacher.

In the context of a professional pedagogical activity of a foreign language teacher a deontological culture becomes important.

The scholar M. Vasylieva states that the pedagogical deontology is defined, from the one hand, as a type of professional deontology, and, from the other hand, as a part of the pedagogical science that represents a

generalized system of principles, norms, demands, which should correspond to a teacher's behavior during the professional activity [11, p. 13].

Scholars L. Romanishyna, N. Telychko identify pedagogical deontology as a discipline about appliance of general norms of morality in the conditions of teachers' activity, as a discipline, that analyses not only moral and also psychological, ethical, aesthetical requests to a teacher's professional activity, which regularize a teacher's attitude to a student as an object and a subject of work at the same time, and also to his/hers colleagues, student's parents, facilitate condition of optimal and ensured behavior of indicated persons in the position of their interdependence and cooperation in whole [7].

Under the pedagogical deontology we comprehend norms and rules that regularize teacher's behavior, his/hers relationship with colleagues, students and their parents.

In the reference literature the term «culture» is considered as: the complex of achievements of humanity in the branch of socially-intellectual and productive relationships; the level of development of all the branches of life: intellectual, social and industrial.

The scholars (S. Khliestova, V. Paskar, P. Shcherban, L. Moskalova etc.) while examining the term pedagogical culture and a teacher's deontological culture reached the following conclusions.

V. Paskar distinguishes pedagogical culture as a complex integral dynamical formation, in which a teacher's professional and human features are represented, indicator of maturity of different types of his/hers personal culture, a condition and result of effective pedagogical activity of future specialists [6, p. 8].

We endorse P. Shcherban's view who identifies pedagogical culture as the most important constituent of a teacher's professional and general culture, which characterizes the degree of depth and his/her foundational acquisition of knowledge in the history of pedagogic, pedagogical theory in its continual development, competence to apply this knowledge individually, methodically motivated and with the high efficiency in the teaching and educational process with the consideration students' age peculiarities and interests in an inseparable connection with life [9, p.9].

S. Hlyestova defines deontological culture as one of the most important constituents of a person's professional culture, and a student's deontological culture is considered as a person's complex of mental and intellectual, emotional value and professional and ethical features, which determine ethical and cultural significancy of his/her life-sustaining activity [2, p. 9].

I. Sheplyakova identifies a professional's deontological culture as a level of assumption of basic professional values, which are put in the experience of professional activity [428-429].

## Results

The analysis of research literature gave us an opportunity to define a foreign language teacher's deontological culture as a part of his/her professional culture, a person's enlistment of intellectual, ethical, moral, mental features.

Own working experience in Odessa Automobile and Road College of Odessa National Polytechnic University gave an opportunity to determine the components of deontological culture of a foreign language teacher in the professional activity in a technical institution: a foreign language teacher's art of teaching and ambition of regular self-improvement; a teacher's speech culture; pedagogical erudition and possession of methods of teaching languages (basic and for special purpose); teaching tact and pedagogical ethics (in communication with colleagues, students and their parents); a foreign language teacher's ethical and mental development; a foreign language teacher's objectivity and exactingness.

## Discussion and conclusions

Therefore, a foreign language teacher's components of deontological culture in the process of professional activity in the technical institution are defined in the article.

Further study acquires the problem of the aesthetical development of a foreign language teacher personality.

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**Марина Шепель. Деонтологічна культура викладача іноземної мови у процесі професійної діяльності у технічному виші.**

*У статті розглянуто питання деонтологічної культури викладача іноземної мови у процесі професійної діяльності у технічному виші. Розглянуто погляди видатних науковців стосовно понять «педагогічна деонтологія», «педагогічна культура», «деонтологічна культура». Автором надано своє власне визначення понять «деонтологічна культура викладача іноземної мови», «професійна діяльність викладача іноземної мови». У статті надано компоненти деонтологічної культури викладача іноземної мови у процесі професійної діяльності у технічному виші: педагогічна майстерність викладача іноземної мови та прагнення до постійного самовдосконалення, культура мовлення викладача; педагогічна ерудиція та володіння методикою викладання іноземної мови (загальна та за професійним спілкуванням); педагогічних такт та педагогічна етика; етичний та духовний розвиток викладача іноземної мови; об'єктивність та вимогливість викладача іноземної мови.*

**Ключові слова:** деонтологічна культура, викладач іноземної мови, професійна діяльність, технічний ВНЗ.

**Марина Шепель. Деонтологическая культура преподавателя иностранного языка в процессе профессиональной деятельности в техническом вузе.**

*В статье рассмотрены вопросы деонтологической культуры преподавателя иностранного языка в процессе профессиональной деятельности в техническом вузе. Рассмотрены взгляды выдающихся ученых относительно понятий «педагогическая деонтология», «педагогическая культура», «деонтологическая культура». Автором предоставлено свое собственное определение понятий «деонтологическая культура преподавателя иностранного языка», «профессиональная деятельность преподавателя иностранного языка». В статье даны компоненты деонтологической культуры преподавателя иностранного языка в процессе профессиональной деятельности в техническом вузе: педагогическое мастерство преподавателя иностранного языка и стремление к постоянному самосовершенствованию, культура речи преподавателя;*

*педагогическая эрудиция и владение методикой преподавания иностранного языка (общая и профессиональной общением) педагогических такт и педагогическая этика; этический и духовное развитие преподавателя иностранного языка; объективность и требовательность преподавателя иностранного языка.*

**Ключовые слова:** *деонтологическая культура, преподаватель иностранного языка, профессиональная деятельность, технический ВУЗ.*

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