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**DEPARTMENT OF WESTERN LANGUAGES**

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# **PROFESSIONAL ETHICS**

**(Teaching Manual)**

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This manual, entitled **Professional Ethics (Kasbiy ma'naviyat)**, is intended for 2nd-year full-time and evening class students of the Master's degree program 70110901 – Foreign Language and Literature (English) at Tashkent State University of Oriental Studies. It serves as a scientific and methodological resource aimed at developing students' understanding of professional ethics, moral responsibility, and ethical decision-making in pedagogical activity.

The manual consists of 9 thematic units (Unit 1–Unit 9) covering the fundamental aspects of professional ethics in teaching, including the teacher as a moral person and educator, ethical dilemmas, collegial ethical responsibility, ethical standards and professional codes, ethical culture, ethical professionalism, and the role of the ethical teacher in modern education. Each unit includes theoretical materials, comprehension questions, practical exercises, discussion tasks, case studies, and writing assignments designed to develop students' ethical awareness, critical thinking, and professional competence.

The manual also includes a glossary of more than 100 essential ethical terms and concepts, providing their translations and explanations to support the development of professional vocabulary. In addition, answers to the exercises are provided, enabling students to assess their knowledge, reinforce learning outcomes, and support independent study.

From a methodological perspective, the structured organization of theoretical materials, practical tasks, and reflective activities contributes to the comprehensive development of students' ethical competence and professional awareness. This approach facilitates independent learning and prepares future educators to apply ethical principles effectively in professional teaching practice.

This manual has been compiled in accordance with the curriculum requirements of the Master's degree program 70110901 – Foreign Language and Literature (English) and is intended to support the professional and ethical development of future teachers.

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## INTRODUCTION

Education is not only a process of transmitting knowledge but also a process of shaping moral values, professional responsibility, and ethical awareness. In modern society, teachers play a crucial role in guiding students' intellectual and moral development. Therefore, professional ethics is considered one of the most essential components of pedagogical competence. Ethical knowledge helps future educators develop professional integrity, make responsible decisions, and maintain fairness and respect in educational environments.

This manual, entitled Professional Ethics (Study Guide / Teaching Manual), is intended for 2nd-year full-time and evening students of the Master's degree program 70110901 – Foreign Language and Literature (English) at Tashkent State University of Oriental Studies. It serves as a scientific and methodological resource aimed at developing students' understanding of professional ethics, moral responsibility, and ethical decision-making in pedagogical practice.

The purpose of this manual is to familiarize students with the fundamental principles of professional ethics, the role of the teacher as a moral agent, and the importance of ethical behavior in educational settings. Students will gain knowledge about ethical standards, moral responsibility, ethical dilemmas, collegial ethics, ethical culture, and professional integrity. The manual also highlights the importance of fairness, honesty, respect, responsibility, and ethical professionalism in teaching.

The manual consists of nine thematic units (Unit 1–Unit 9), each covering essential aspects of professional ethics in education. Each unit includes theoretical materials, comprehension questions, practical exercises, discussion tasks, case studies, and writing assignments designed to develop students' ethical awareness, critical thinking, and professional competence. These materials help students apply ethical principles in real-life professional situations and support the development of independent learning skills.

In addition, the manual includes a glossary containing more than 100 key ethical terms and concepts, providing their translations and explanations to help students master professional terminology. The manual also provides answers to exercises, allowing students to assess their knowledge, monitor their progress, and strengthen their understanding of ethical principles.

This manual serves as a valuable scientific and methodological resource for students studying professional ethics. It contributes to the development of ethical competence, professional responsibility, and moral awareness, preparing future educators to uphold ethical standards and perform their professional duties with integrity, fairness, and responsibility.

**UNIT 1. Introduction to ethics in teaching.**  
**Applied professional ethics.**



**Before reading the text, answer the following questions.**

What is ethics and why is it important in professional life?

Why should teachers follow ethical principles in their work?

What ethical responsibilities do teachers have toward their students?

How can ethical behavior influence the learning environment?

What problems can occur if a teacher does not follow professional ethics?

How can teachers apply ethical principles in real classroom situations? an era and their works?

**Applied professional ethics.**

Morality can be understood as a system of ethical values and principles that regulates human behavior, guiding one to distinguish it from unacceptable actions. In the teaching profession, morality holds a special place, as a teacher influences not only the academic knowledge of students but also their personal values and social behavior. As the American educational philosopher John Dewey noted, the primary goal

of education is not limited to merely imparting knowledge but also to forming an individual capable of moral reasoning and responsible participation in society<sup>1</sup>.

Professional ethics in teaching refers to the moral obligations and standards that define appropriate behavior for educators in their professional roles. Teachers constantly face situations where their decisions impact students' academic progress, emotional well-being, and future opportunities. According to the American ethicist Kenneth Strike, teaching involves moral responsibility because educators must make decisions that directly affect the lives and development of learners<sup>2</sup>. For instance, when a teacher evaluates students based solely on their academic performance without personal bias, this reflects adherence to ethical principles. In contrast, favoritism or discrimination undermines ethical standards and weakens the trust between teacher and student.

The modern education system plays a crucial role in the intellectual, cultural, and social development of society. The effectiveness of the education system, in turn, is directly dependent on the professional training, professional competence, and moral qualities of educators. Pedagogical activity is a uniquely complex type of social activity in which the educator is not only a provider of knowledge but also a mentor, a guide, and a significant social figure who influences the formation of personality. For this reason, ethical principles hold special importance in pedagogical activity<sup>3</sup>.

The concept of professional ethics refers to the set of moral norms, values, and principles that a person must adhere to during their professional activity. Pedagogical ethics is the adapted form of these general ethical principles for pedagogical activity, regulating the educator's relationships with students, colleagues, parents, and society<sup>4</sup>.

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<sup>1</sup> Dewey J. *Democracy and Education*. – New York: Macmillan, 1916. – 434 p.

<sup>2</sup> Strike K. *The Ethics of Teaching*. – New York: Teachers College Press, 2007. – 160 p.

<sup>3</sup> Hansen D. *The Ethical Teacher*. – New York: Teachers College Press, 2001. – 210 p.

<sup>4</sup> Strike K., Soltis J. *The Ethics of Teaching*. – New York: Teachers College Press, 2009. – 186 p.

## **The Essence of Professional Ethics**

Professional ethics governs the process of making ethical decisions in a person's professional activity. This process is not based solely on laws and official rules but also on a person's inner values, conscience, and professional responsibility. In pedagogical activity, professional ethics is manifested in the educator's daily work, and their every decision affects the students' learning process and their development as individuals <sup>5</sup>.

Pedagogical ethics is based on the following fundamental principles:

- honesty;
- fairness;
- respect;
- responsibility;
- humanism;
- loyalty to professional duty.

Honesty is one of the primary ethical criteria of pedagogical activity. An honest educator is fair, truthful, and impartial in their work. This, in turn, strengthens the students' trust in the educator. Research shows that students highly value an educator's honesty, and this has a positive impact on their learning motivation <sup>6</sup>. The principle of fairness is one of the most important ethical foundations of pedagogical activity. An educator must treat all students equally, maintain impartiality in the assessment process, and not allow for discrimination. Adherence to the principle of fairness helps to form a healthy psychological environment in the educational institution <sup>7</sup>.

### **The Educator's Ethical Responsibility**

An educator bears great responsibility for the results of their activity. They not only impart knowledge but also nurture

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<sup>5</sup> Sockett H. The Moral Base for Teacher Professionalism. – New York: Teachers College Press, 1993. – 245 p.

<sup>6</sup> Carr D. Professionalism and Ethics in Teaching. – London: Routledge, 2000. – 198 p.

<sup>7</sup> Delattre E. Character and Professional Ethics. – Washington: AEI Press, 2006. – 322 p.

the future generation. Therefore, every action of an educator must be ethically justified. The educator's

ethical responsibility includes the following:

- respecting the dignity of students;
- fair assessment;
- adherence to professional standards;
- protecting students' personal data;
- conscientious fulfillment of professional duty.

The ethical qualities of an educator serve as a model for students. Students observe the educator's actions and learn moral values from them. For this reason, an educator must adhere to high ethical standards in their conduct <sup>8</sup>.

### **The Ethical Decision-Making Process**

In pedagogical activity, making an ethical decision is a complex and responsible process. This process consists of the following stages:

1. Identifying the problem;
2. Analyzing the situation;
3. Evaluating alternative options;
4. Choosing the most appropriate decision;
5. Implementing the decision.

In this process, the educator relies not only on professional knowledge but also on ethical reasoning. Ethical reasoning enables an educator to make the right decision in complex situations <sup>9</sup>.

### **The Impact of Pedagogical Ethics on Education Quality**

Pedagogical ethics directly influences the effectiveness of the educational process. Educators who adhere to ethical principles:

- earn the trust of students;
- create a positive learning environment;
- increase student motivation;
- improve the quality of education.

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<sup>8</sup> Hansen D. *The Ethical Teacher*. – New York: Teachers College Press, 2001. – 210 p.

<sup>9</sup> Strike K., Soltis J. *The Ethics of Teaching*. – New York: Teachers College Press, 2009. – 186 p.

In educational institutions where an ethical environment exists, students feel safe and respected. This, in turn, has a positive impact on their learning outcomes<sup>10</sup>.

### **The Role of Pedagogical Ethics in Modern Education**

In the modern education system, pedagogical ethics is of particular importance. The development of information technologies, changes in forms of education, and the increasing complexity of the educational process demand a high level of ethical

responsibility from educators. In their work, an educator must possess not only professional knowledge but also a high level of ethical culture. This helps to increase the effectiveness of the education system<sup>11</sup>.

Pedagogical ethics is an integral part of an educator's professional activity. It regulates the educator's professional work, improves the quality of education, and contributes to the development of students as individuals. Educators who adhere to ethical principles make a significant contribution to the intellectual and moral development of society. Therefore, pedagogical ethics is a crucial component of the professional training of educators.

### **Applied Professional Ethics in Educational Contexts**

Applied professional ethics focuses on how ethical principles are implemented in real-life teaching situations. Teaching often involves complex scenarios where educators must make decisions based on ethical considerations rather than personal preferences. For example, a teacher may encounter academic dishonesty. In such cases, the teacher must balance institutional rules with concern for the student's development and ensure that fairness is maintained.

Kenneth Strike notes that ethical decision-making in teaching requires careful consideration of both moral principles and the potential consequences of actions<sup>12</sup>. Teachers must evaluate situations objectively

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<sup>10</sup> Sockett H. *The Moral Base for Teacher Professionalism*. – New York: Teachers College Press, 1993. – 245 p.

<sup>11</sup> Carr D. *Professionalism and Ethics in Teaching*. – London: Routledge, 2000. – 198 p.

<sup>12</sup> Strike K. *The Ethics of Teaching*. – New York: Teachers College Press, 2007. – 160 p.

and act in ways that protect students' interests while maintaining academic standards.

The European philosopher Immanuel Kant emphasized that ethical actions must be guided by universal moral principles rather than personal emotions or individual gain<sup>13</sup>. This concept is highly relevant in teaching, where educators must act impartially and professionally. Similarly, Confucian philosophy, which has significantly influenced Asian educational traditions, stresses the importance of moral character and virtuous conduct in teaching. Confucius believed that teachers should embody ethical values and serve as moral examples for their students.

Applied professional ethics provides teachers with a framework for addressing ethical challenges responsibly and maintaining professional credibility.

### **Ethical Decision-Making in Professional Practice**

Teaching frequently involves situations where ethical judgment is required. Teachers must carefully analyze circumstances and make decisions based on ethical principles.

Kohlberg (1984) emphasized that ethical decision-making involves evaluating moral values and considering the impact of actions on others. For example, when addressing disciplinary issues, teachers must ensure fairness while supporting students' development.

Applied ethics provides guidance that helps teachers make responsible and professional decisions. Ethical professionalism ensures that teachers maintain integrity and contribute positively to students' development<sup>14</sup>.

Professional ethics is an essential component of effective teaching. Teachers influence students' intellectual growth and moral development, making ethical conduct essential. American, European, and Asian scholars emphasize that ethical teaching promotes fairness, responsibility, and professionalism. Teachers who follow ethical principles

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<sup>13</sup> Kant I. *Groundwork of the Metaphysics of Morals*. – Cambridge: Cambridge University Press, 1785. – 140 p.

<sup>14</sup> Campbell E. *The Ethical Teacher*. – Maidenhead: Open University Press, 2003. – 288 p.

create positive educational environments and support students' development as responsible individuals. Professional ethics ensures trust, integrity, and respect in educational practice.

### **Exercise 1. Comprehension Questions**

**Answer the following questions based on the text.**

How is morality defined in the context of professional ethics?

Why is professional ethics important in teaching?

According to John Dewey, what is the main goal of education?

What ethical responsibilities do teachers have toward students?

How does ethical behavior influence the quality of education?

### **Exercise 2. Define the Terms**

**Provide definitions for the following terms based on the text.**

Professional ethics

Pedagogical ethics

Ethical responsibility

Ethical decision-making

Fairness

### **Exercise 3. True or False**

**Decide whether the statements are True or False.**

Professional ethics only applies to legal rules.

Teachers influence students' moral development.

Ethical decision-making involves analyzing different options.

Fairness means treating students differently based on personal preferences.

Ethical teachers contribute to a positive learning environment.

### **Exercise 4. Multiple Choice Questions.**

Professional ethics refers to:

a) personal opinions

b) moral standards in professional activity

c) emotional behavior

d) academic knowledge only

According to Immanuel Kant, ethical actions must be based on:

a) emotions

- b) personal gain
- c) universal moral principles
- d) social pressure

Ethical teachers help students develop:

- a) only academic knowledge
- b) only discipline
- c) intellectual and moral qualities
- d) only technical skills

### **Exercise 5. Case Analysis**

**Read the situation and answer the questions.**

**A teacher discovers that a student has cheated on an exam.**

What is the ethical issue?

What principles are involved?

What should the teacher do?

How can fairness be maintained?

### **Exercise 6. Discussion Questions**

Discuss the following topics.

The role of ethics in teaching

The importance of fairness in education

Teachers as moral role models

Ethical challenges in modern education

### **Exercise 7. Writing Task**

**Write a short paragraph (120–150 words) on the topic:**

**“The Importance of Professional Ethics in Teaching.”**

Include:

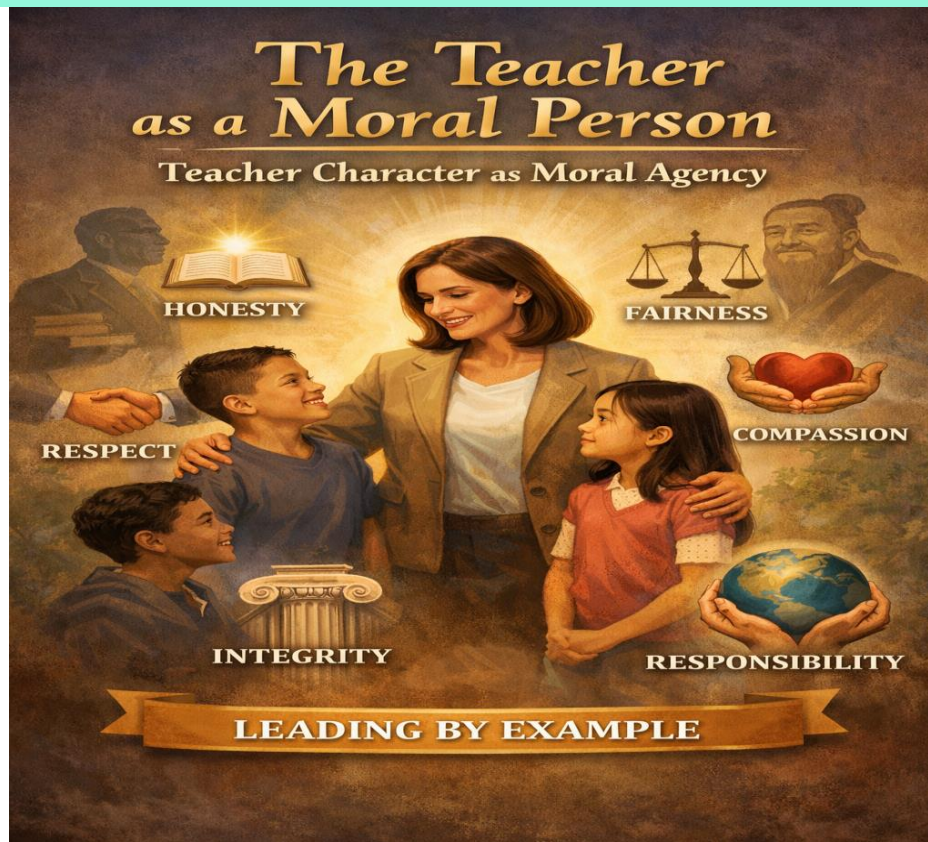
- definition
- examples
- importance

### **Exercise 8. Critical Thinking Task**

Explain why ethical decision-making is important in teaching.

Provide examples.

## UNIT 2. The teacher as a moral person. Teacher character as moral agency



**Before reading the text, answer the following questions.**

**What does it mean to say that teaching is a moral profession?** Explain how teachers influence students beyond academic instruction.

**What moral messages do teachers communicate through their classroom behavior?** Provide examples related to fairness, respect, or care.

**Why is fairness considered one of the most important ethical principles in teaching?** How does fairness affect students' motivation and trust?

**What role does self-awareness play in ethical teaching?** Explain how reflection helps teachers improve their moral and professional behavior.

**What are some ethical challenges teachers face in modern education?** Mention examples such as technology, equality, or discipline.

**How can teachers influence students’ moral development in the long term?** Explain how teachers shape students’ values and future behavior.

**The teacher as a moral person. Teacher character as moral agency.**

Teaching is widely recognized as one of the most socially significant professions because teachers play a crucial role not only in transmitting knowledge but also in shaping the moral character and ethical values of future generations. Teaching is fundamentally a moral activity that involves responsibility, ethical decision-making, and human relationships. According to educational philosophy, the teacher is not merely an instructor but also a moral guide whose personal character directly influences students’ intellectual and ethical development.

Aristotle emphasized that moral character develops through repeated ethical actions, stating that “we become just by doing just acts.” This philosophical principle highlights that moral education is not achieved through theory alone but through practice and example. Teachers serve as role models, and their actions demonstrate values such as fairness, honesty, respect, responsibility, and compassion. These qualities contribute to the development of ethical awareness in students.

The ethical dimension of teaching extends beyond academic instruction. Teachers make decisions that affect students’ lives, opportunities, and personal development. Hansen argues that teaching is inherently moral because teachers continuously exercise judgment in situations that require fairness, empathy, and responsibility. Thus, the teacher’s moral identity is central to professional effectiveness<sup>15</sup>.

**Teacher Character as Moral Agency**

Teacher character forms the foundation of moral agency in education. Moral agency refers to the ability to act ethically and make responsible decisions that influence others positively. According to

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<sup>15</sup> Hansen D.T. The moral heart of teaching: Toward a teacher’s creed. – New York: Teachers College Press, 2001. – 208 p.

Ryan, teachers' moral agency is reflected in their ability to demonstrate ethical principles consistently in their professional practice<sup>16</sup>.

Ethical teachers demonstrate honesty, fairness, integrity, and responsibility. These qualities build trust and create a positive learning environment. Students observe teachers' behavior and internalize the moral messages conveyed through daily interactions. Borba (2001) identified empathy, conscience, self-control, respect, kindness, tolerance, and fairness as essential moral virtues for educators<sup>17</sup>.

The concept of teacher character is closely related to virtue ethics. Aristotle's virtue ethics emphasizes that moral virtues develop through habitual practice. Similarly, teachers develop ethical competence through professional experience, reflection, and commitment to moral values. Sockett (1993) argues that professional ethics in teaching is rooted in the teacher's moral character rather than external rules alone<sup>18</sup>.

### **Moral Messages in Classroom Practice**

Classrooms function as moral environments where teachers communicate ethical values through actions, decisions, and interactions. Moral messages are conveyed through classroom management, assessment practices, communication, and discipline.

Jackson (1999) highlights fairness as one of the most important ethical principles in education. Students expect teachers to treat them equitably and evaluate their performance objectively. Fairness promotes trust, motivation, and engagement in learning<sup>19</sup>.

Care is another essential ethical principle. Noddings emphasized that caring relationships are fundamental to effective education.

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<sup>16</sup> Ryan K., Bohlin K.E. Building character in schools: Practical ways to bring moral instruction to life. – Boston: Allyn & Bacon, 1993. – 256 p.

<sup>17</sup> Ryan K., Bohlin K.E. Building character in schools: Practical ways to bring moral instruction to life. – Boston: Allyn & Bacon, 1993. – 256 p

<sup>18</sup> Sockett H. The moral base for teacher professionalism. – New York: Teachers College Press, 1993. – 192 p.

<sup>19</sup> Jackson P.W., Boostrom R.E., Hansen D.T. The moral life of schools. – San Francisco: Jossey-Bass, 1999. – 312 p.

Teachers who demonstrate care create supportive environments where students feel valued and respected<sup>20</sup>.

Teachers also demonstrate ethical responsibility through honest assessment practices. Providing accurate evaluation reflects respect for students' efforts and supports their academic development.

### **Ethical Decision-Making in Teaching**

Teaching involves complex ethical decisions that require professional judgment. Teachers must balance institutional expectations, student needs, and moral principles. Hansen (2001) emphasizes the importance of moral sensitivity—the ability to recognize ethical issues in everyday situations. Ethical teachers evaluate the consequences of their actions and choose solutions that promote fairness and well-being<sup>21</sup>. Teachers must address ethical challenges related to discipline, fairness, confidentiality, and equality. Ethical decision-making ensures that educational practices promote justice and respect.

### **Self-Awareness and Ethical Knowledge**

Self-awareness is essential for ethical teaching. Teachers must reflect on their values, beliefs, and actions. Schon (1983) introduced the concept of reflective practice, emphasizing that professionals improve through reflection. Ethical knowledge includes understanding moral principles and applying them in professional practice. Teachers who possess ethical knowledge make informed decisions and maintain professional integrity.

### **Professional Responsibility and Ethical Commitment**

Professional responsibility involves commitment to ethical standards. Teachers must demonstrate honesty, fairness, and respect. Ethical commitment enhances trust and promotes positive educational outcomes. Teaching is fundamentally a moral profession. Teachers influence students' intellectual and moral development. Ethical character, professional responsibility, and moral knowledge are essential for effective

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<sup>20</sup> Noddings N. *Caring: A feminine approach to ethics and moral education*. – Berkeley: University of California Press, 1984. – 216 p.

<sup>21</sup> Jackson P.W., Boostrom R.E., Hansen D.T. *The moral life of schools*. – San Francisco: Jossey-Bass, 1999. – 312 p.

teaching. Teachers who demonstrate fairness, honesty, compassion, and integrity create environments that promote both academic success and moral growth.

**Exercise 1. True / False / Not Given**

Write **T (True)**, **F (False)**, or **NG (Not Given)**.

Teaching is only about academic instruction.

Teachers influence students' moral development.

Aristotle believed moral character develops naturally without practice.

Teachers serve as role models.

Ethical teaching involves responsibility.

Students do not observe teachers' actions.

Fairness promotes trust in the classroom.

Moral teaching has no influence on society.

**Exercise 2. Multiple Choice.** Choose the correct answer (A, B, C, or D).

Teaching is considered a:

- A. Technical job
- B. Moral profession
- C. Business activity
- D. Social hobby

Moral agency means:

- A. Academic performance
- B. Ethical action and responsibility
- C. Physical strength
- D. Communication only

Aristotle believed moral character develops through:

- A. Reading
- B. Listening
- C. Practice
- D. Observation

Ethical teachers demonstrate:

- A. Bias
- B. Dishonesty
- C. Integrity
- D. Neglect

Students learn moral values from teachers through:

- A. Technology
- B. Observation
- C. Books only
- D. Exams

Fairness creates:

- A. Fear
- B. Trust
- C. Confusion
- D. Weakness

Reflection helps teachers:

- A. Forget mistakes
- B. Improve professionally
- C. Avoid teaching
- D. Ignore problems

Ethical teachers influence:

- A. Only grades
- B. Only behavior
- C. Both moral and academic development
- D. Nothing

**Exercise 3. Matching Authors and Ideas.** Match the author (1–8) with the correct idea (A–H).

Authors:

Aristotle

Hansen

Borba

Sockett

Jackson

Noddings

Schon

Ryan

Ideas:

- A. Reflection improves professional practice
- B. Moral teaching involves ethical judgment
- C. Moral virtues include empathy and respect
- D. Moral character develops

through practice

- E. Teacher professionalism includes moral responsibility
- F. Caring relationships are essential
- G. Fairness promotes trust
- H. Moral agency is ethical action

**Exercise 4. Short Answer Questions.** Answer briefly.

What is moral agency?

Why is teaching a moral profession?

How do teachers influence students?

What is fairness?

Why is integrity important?

What is reflection?

Why are teachers role models?

What is ethical responsibility?

**Exercise 5. Vocabulary Matching.** Match the word with its meaning.

Words:

Integrity

Empathy

Reflection

Responsibility

Fairness

Moral

Ethical

Character

Meanings:

A. Ability to understand others' feelings

B. Thinking about actions to improve

C. Doing what is right

D. Being honest and having strong principles

E. Equal treatment

F. Personal moral qualities

G. Related to right and wrong behavior

H. Duty or obligation

**Exercise 6. Gap Fill.** Complete the sentence using the correct word.

(character, fairness, reflection, responsibility, empathy, integrity, moral, ethical)

Teachers influence students' \_\_\_\_\_ development.

Ethical teachers demonstrate \_\_\_\_\_.

Teachers must show \_\_\_\_\_ in their actions.

\_\_\_\_\_ helps teachers improve practice.

Teachers must act with \_\_\_\_\_.

\_\_\_\_\_ helps teachers understand students.

Teachers must demonstrate \_\_\_\_\_ behavior.

Teachers shape students' \_\_\_\_\_.

### **Activity 7. Yes / No Questions**

Answer Yes or No.

Do teachers influence moral development?

Is teaching only academic instruction?

Do ethical teachers demonstrate fairness?

Do students observe teachers?

Is reflection important?

Is integrity necessary for teachers?

Do teachers make ethical decisions?

Does fairness promote trust?

### **Activity 8. Critical Thinking Questions.** Answer briefly.

Why is teaching a moral profession?

Why must teachers act ethically?

What happens if teachers are unfair?

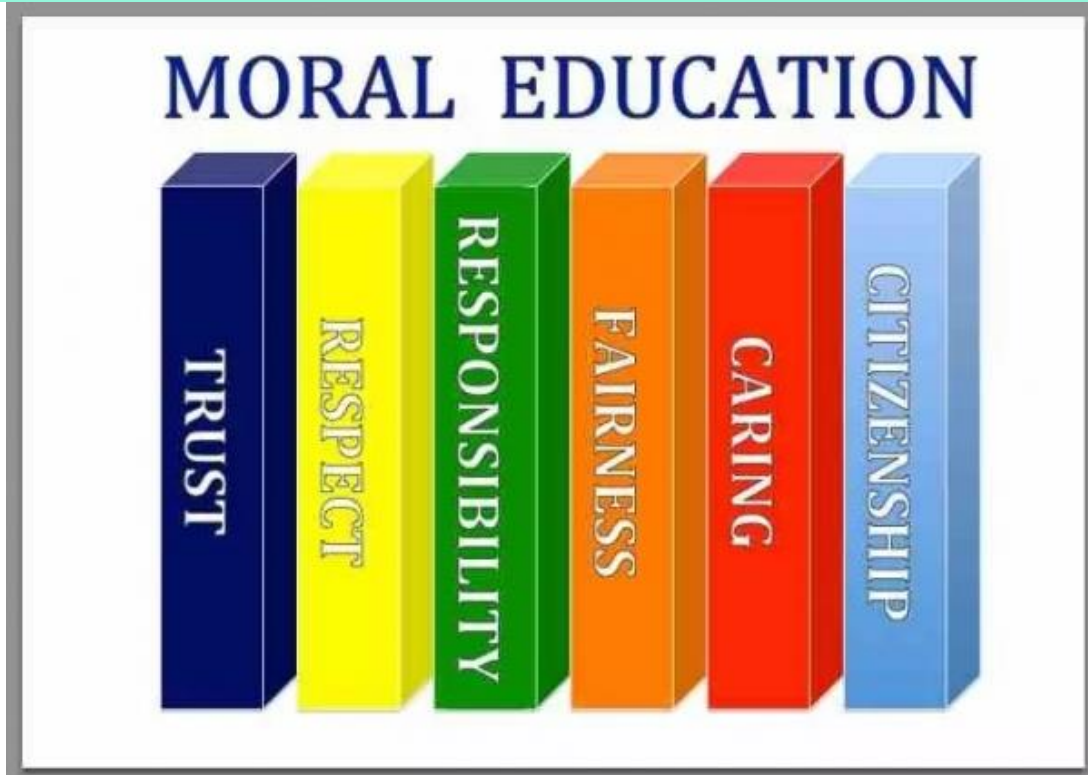
Why is empathy important?

Why is reflection necessary?

Why must teachers show responsibility?

How does teacher character influence students?

## UNIT 3. The teacher as a moral educator. Moral education as moral agency



**Before reading the text, answer the following questions.**

What qualities do you think make a teacher a good moral role model for students?

Do you believe teachers influence students' moral values? Why or why not?

Can students learn moral behavior from teachers without formal moral lessons? Give examples.

What is the difference between teaching academic knowledge and teaching moral values?

How can a teacher's behavior affect students' attitudes and character development?

Why is respect important in the relationship between teachers and students?

### **The Teacher as a Moral Educator**

Teaching has always been recognized not only as an intellectual profession but also as a moral one. Throughout history, teachers have

been seen as moral educators responsible for shaping the ethical character of younger generations. Their influence extends beyond academic knowledge and includes the development of values, attitudes, and moral judgment in students. Moral education is therefore not a separate activity but an integral component of teaching itself.

Teachers function as moral agents because their daily interactions with students influence students' ethical awareness and behavior. Every decision a teacher makes—how they respond to conflict, show respect, enforce discipline, or demonstrate fairness—communicates moral messages. These moral influences may occur formally through structured lessons or informally through everyday classroom interactions.

Moral education includes teaching virtues such as honesty, fairness, responsibility, respect, empathy, and kindness. These virtues are essential for helping students become ethical individuals capable of living responsibly in society. Therefore, the teacher's professional role inherently includes ethical responsibility.

### **Moral Agency and the Role of the Teacher**

Moral agency refers to the teacher's ability and responsibility to act according to ethical principles and to promote moral development in students. Teachers do not simply transmit knowledge; they also model moral behavior. Students observe teachers closely and learn not only from what teachers say but also from how they behave.

#### **Teachers demonstrate moral agency when they:**

Treat students fairly and respectfully

Show empathy and understanding

Promote honesty and integrity

Encourage responsibility and accountability

Model ethical decision-making

Teachers' behavior creates a moral environment in the classroom. Their actions influence how students learn to interact with others and how they understand concepts such as justice, respect, and responsibility. The moral influence of teachers extends beyond formal lessons.

Even casual interactions—such as listening attentively, resolving conflicts, or acknowledging student efforts—contribute to moral education.

### **The Classroom as a Moral Environment**

The classroom is one of the most important environments for moral development. It is a social setting where students learn not only academic content but also social and ethical behavior.

Teachers create moral learning environments by:

Establishing clear expectations for respectful behavior

Encouraging cooperation among students

Promoting fairness and equal treatment

Addressing inappropriate behavior constructively

Teaching students to take responsibility for their actions

For many students, the classroom represents their primary social environment outside the family. Teachers play a central role in helping students develop social skills and moral understanding. Teachers also teach moral lessons indirectly through classroom management. For example, when teachers insist on listening respectfully to others, waiting for one's turn to speak, or helping classmates, they reinforce moral values.

### **Moral Lessons Through Everyday Interactions**

Moral education often occurs through everyday situations rather than formal instruction. Teachers use real-life classroom situations as opportunities to teach moral lessons.

Examples include:

Encouraging students to apologize after hurting someone

Teaching students to respect others' opinions

Helping students resolve conflicts peacefully

Encouraging cooperation instead of competition

Teachers guide students in understanding the consequences of their actions and in developing moral reasoning skills. Teachers also help students understand the importance of conscience—the internal voice that helps individuals distinguish right from wrong. Developing conscience is essential for moral maturity.

## **Respect as a Central Moral Value**

Respect is one of the most important moral values taught in classrooms. Teachers demonstrate respect by:

Listening to students attentively

Valuing students' opinions

Treating all students fairly

Creating an inclusive environment

Students learn respect not only through instruction but also through observing teachers' behavior. Respect also includes respecting differences among individuals, such as cultural differences, personal beliefs, and abilities. Teachers who create respectful environments help students feel valued and safe. This promotes both moral and academic development.

## **Moral Education Through Role Modeling**

Teachers are powerful role models. Students observe teachers' behavior and often imitate it.

Teachers model moral behavior when they demonstrate:

Honesty

Fairness

Patience

Kindness

Responsibility

Students learn moral values by observing how teachers interact with others and how teachers handle difficult situations.

Role modeling is one of the most effective methods of moral education because it provides real examples of ethical behavior.

## **Teaching Moral Values Through Literature and Discussion**

Teachers often use stories, literature, and discussions to teach moral values. Literature provides examples of moral dilemmas and ethical choices.

Through stories, students learn about:

Responsibility

Courage

Empathy

Justice

Moral consequences

Discussion allows students to reflect on ethical issues and develop moral reasoning. Literature helps students understand moral concepts in meaningful and relatable ways.

### **Character Education and Moral Development**

Character education focuses on developing students' moral character. It includes teaching values such as:

Honesty

Responsibility

Respect

Empathy

Integrity

Character education helps students become responsible members of society.

Teachers play a central role in character education by guiding students' moral development and reinforcing ethical behavior.

### **Ethical Knowledge and Moral Awareness**

Ethical knowledge involves understanding moral principles and applying them in real-life situations. Teachers help students develop ethical knowledge by encouraging reflection and ethical reasoning. Teachers must also be aware of their own moral intentions and actions. Their ethical awareness influences their teaching practices. Teachers' ethical awareness helps them make responsible decisions and respond appropriately to moral challenges.

### **Challenges in Moral Education**

Moral education is complex and challenging. Teachers must balance academic instruction with moral guidance.

Challenges include:

Addressing diverse student backgrounds

Handling ethical dilemmas

Managing classroom conflicts

Promoting fairness

Teachers must be sensitive to students' needs and provide guidance without imposing personal beliefs.

### **The Importance of Reflective Practice**

Reflective practice is essential for effective moral teaching. Teachers must reflect on their actions and decisions to improve their moral influence.

Reflection helps teachers:

Understand their moral impact

Improve ethical decision-making

Strengthen moral teaching practices

Reflective teachers are more effective moral educators.

Teaching is fundamentally a moral profession. Teachers play a critical role in shaping students' moral development. Their influence extends beyond academic instruction to include ethical guidance.

Teachers act as moral agents through:

Role modeling

Classroom interactions

Moral instruction

Ethical decision-making

Moral education helps students become responsible, ethical individuals capable of contributing positively to society. Teachers' moral awareness, ethical behavior, and commitment to moral education are essential for developing morally responsible citizens.

**Exercise 1. Vocabulary Matching.** Match the words with their correct definitions.

A

1. Moral agency

2. Empathy

3. Integrity

4. Role model

5. Ethical awareness

6. Responsibility

B

a. The ability to understand and share others' feelings

b. Acting according to ethical principles

c. The ability to make ethical decisions and act morally

d. Being honest and having strong moral principles

e. A person whose behavior others imitate

f. Understanding what is right and wrong

**Exercise 2. Scan the QR, watch the video and fill in the blanks with the correct words from the video.**

[https://youtu.be/-VGRPsvEbgA?si=f-mp\\_z64gkXL2tC7](https://youtu.be/-VGRPsvEbgA?si=f-mp_z64gkXL2tC7)



A teacher is not only an instructor but also a \_\_\_\_\_ role model.

Teachers influence students through their daily \_\_\_\_\_ and behavior.

Moral education helps students develop values such as honesty, respect, and \_\_\_\_\_.

Students often learn by \_\_\_\_\_ their teachers.

A teacher's actions can shape students' moral \_\_\_\_\_.

Respect is essential for creating a positive classroom \_\_\_\_\_.

Teachers help students learn the difference between right and \_\_\_\_\_.

Moral education prepares students to become responsible members of \_\_\_\_\_.

Teachers demonstrate moral values through their \_\_\_\_\_ and decisions.

Ethical teaching helps build students' \_\_\_\_\_ and character.

**Exercise 3. Read the statements and write True (T) or False (F).**

Teaching is only an intellectual profession.

Teachers influence students' moral development.

Moral education only happens during formal lessons.

Teachers should model ethical behavior.

Respect is an important moral value in education.

Students do not observe teachers' behavior.

**Exercise 4. Choose the correct answer.**

Teachers influence students mainly through:

- a) Exams
- b) Behavior and interactions
- c) Homework
- d) Technology

Moral education includes teaching:

- a) Only academic knowledge
- b) Only discipline
- c) Values and ethical principles
- d) Only rules

Students learn moral values by:

- a) Ignoring teachers
- b) Observing teachers' behavior
- c) Watching television only
- d) Reading textbooks only

Moral agency means:

- a) Teaching mathematics
- b) Acting according to ethical principles
- c) Writing exams
- d) Giving homework

Teachers help students develop:

- a) Only academic skills
- b) Only physical skills
- c) Moral and social skills
- d) Only technical skills

**Exercise 5. Short Answer Questions. Answer in 2–3 sentences.**

Why is teaching considered a moral profession?

What is moral agency?

How do teachers influence students morally?

Why is respect important in the classroom?

How does role modeling help students?

**Exercise 6. Discussion Questions (Speaking). Discuss with a partner.**

Should teachers teach moral values? Why?

Can students learn moral values without teachers?

What moral qualities should a good teacher have?

Do students copy teachers' behavior?

How can teachers create a moral classroom environment?

**Exercise 7. Critical Thinking Exercise**

Situation:

A student is laughing at another student who made a mistake.

What should the teacher do?

What moral value should be taught?

How can the teacher solve the situation ethically?

**Exercise 8. Write a short paragraph (100–150 words):**

*Why is the teacher an important moral role model?*



awareness, personal development, and social behavior. Every decision made by a teacher—whether related to instruction, discipline, evaluation, or communication—can have long-lasting consequences for students’ lives. Teachers often must rely on their own moral judgment because professional rules do not provide clear answers to every situation<sup>22</sup> .

Teaching is therefore fundamentally a moral activity. Teachers constantly face situations that require balancing multiple ethical values such as fairness, honesty, responsibility, compassion, and professional integrity. These values may sometimes conflict with one another, creating ethical dilemmas in which there is no perfect solution<sup>23</sup>.

Furthermore, teaching occurs within institutional contexts governed by policies, rules, and administrative expectations. However, real classroom situations are often complex and cannot be resolved simply by following formal procedures. Teachers must interpret situations carefully and make decisions based on ethical reasoning rather than mechanical rule-following<sup>24</sup> . Ethical dilemmas are inevitable because teachers work with students from diverse backgrounds, abilities, and personal circumstances. Each student presents unique challenges, and teachers must respond appropriately while maintaining fairness and professional standards.

### **The Nature and Definition of Ethical Dilemmas in Teaching**

An ethical dilemma occurs when a teacher must choose between two or more actions, each of which has ethical justification but also ethical consequences. In such situations, no option is completely right or completely wrong. Ethical dilemmas are a common part of teachers’ professional experience. Teachers frequently encounter situations in which professional responsibilities conflict with personal moral values

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<sup>22</sup> Challenges to Ethical Professionalism. Unit 4: Dilemmas in Teaching // Ethical Teaching and Professionalism. – Toronto: Ontario Institute for Studies in Education, University of Toronto, n.d. – P. 63–83.

<sup>23</sup> Challenges to Ethical Professionalism. Unit 4: Dilemmas in Teaching // Ethical Teaching and Professionalism. – Toronto: Ontario Institute for Studies in Education, University of Toronto, n.d. – P. 63–83.

<sup>24</sup> Challenges to Ethical Professionalism. Unit 4: Dilemmas in Teaching // Ethical Teaching and Professionalism. – Toronto: Ontario Institute for Studies in Education, University of Toronto, n.d. – P. 63–83.

or institutional requirements<sup>25</sup> . For example, a teacher may need to decide whether to strictly follow grading policies or to show flexibility in response to a student’s personal difficulties. Both options may be ethically defensible, yet each carries consequences.

Ethical dilemmas often arise because teaching involves human relationships rather than mechanical processes. Teachers must consider the emotional, academic, and social impact of their decisions. These dilemmas require teachers to exercise ethical judgment, which involves analyzing situations, evaluating consequences, and choosing the most morally appropriate course of action.

### **Moral Uncertainty and Its Causes**

Moral uncertainty is a condition in which teachers are unsure about the correct ethical decision. Even experienced teachers may feel uncertain when faced with complex ethical situations. Moral uncertainty arises when teachers lack clear guidance or when ethical principles conflict with institutional expectations<sup>26</sup> .

Several factors contribute to moral uncertainty:

#### **1. Lack of clear ethical guidelines**

Professional codes provide general principles but cannot address every situation. Teachers must interpret these principles independently.

#### **2. Conflicting ethical values**

Teachers may face conflicts between fairness and compassion, or between honesty and care for students’ emotional well-being.

#### **3. Institutional pressures**

Teachers may experience pressure from administrators, parents, or institutional policies that conflict with their ethical beliefs <sup>27</sup>.

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<sup>25</sup> Challenges to Ethical Professionalism. Unit 4: Dilemmas in Teaching // Ethical Teaching and Professionalism. – Toronto: Ontario Institute for Studies in Education, University of Toronto, n.d. – P. 63–83.

<sup>26</sup> Challenges to Ethical Professionalism. Unit 4: Dilemmas in Teaching // Ethical Teaching and Professionalism. – Toronto: Ontario Institute for Studies in Education, University of Toronto, n.d. – P. 63–83.

<sup>27</sup> Challenges to Ethical Professionalism. Unit 4: Dilemmas in Teaching // Ethical Teaching and Professionalism. – Toronto: Ontario Institute for Studies in Education, University of Toronto, n.d. – P. 63–83.

#### **4. Emotional involvement**

Teachers often develop emotional relationships with students, which can influence ethical decision-making. Moral uncertainty can create stress, anxiety, and professional discomfort. Teachers may question whether their decisions are fair, ethical, or appropriate. However, moral uncertainty also encourages ethical reflection and professional growth.

#### **Ethical Dilemmas in Classroom Management**

Classroom management is one of the most common sources of ethical dilemmas. Teachers must maintain discipline while respecting students' dignity and emotional well-being. Disciplinary decisions require careful ethical consideration<sup>28</sup>.

Teachers must consider questions such as:

Should punishment be strict or lenient?

Should individual circumstances influence disciplinary decisions?

How can discipline be fair and constructive?

Excessive punishment may harm students emotionally, while insufficient discipline may undermine classroom order. Teachers must balance authority with compassion. Effective ethical discipline promotes responsibility and learning rather than fear.

#### **Ethical Issues in Student Evaluation and Grading**

Student evaluation is one of the most ethically sensitive areas of teaching.

Grades influence students' academic opportunities, self-confidence, and future careers. Teachers who experienced ethical dilemmas related to grading<sup>29</sup>.

Teachers may face questions such as:

Should effort influence grades?

Should personal circumstances be considered?

Should teachers adjust grades to protect students' future opportunities?

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<sup>28</sup> Challenges to Ethical Professionalism. Unit 4: Dilemmas in Teaching // Ethical Teaching and Professionalism. – Toronto: Ontario Institute for Studies in Education, University of Toronto, n.d. – P. 63–83.

<sup>29</sup> Challenges to Ethical Professionalism. Unit 4: Dilemmas in Teaching // Ethical Teaching and Professionalism. – Toronto: Ontario Institute for Studies in Education, University of Toronto, n.d. – P. 63–83.

Teachers must balance fairness and compassion. Unjustified grade changes may compromise academic integrity. Fair evaluation is essential for maintaining trust and credibility. Ethical grading requires objectivity, honesty, and consistency.

### **Institutional Pressures and Administrative Conflicts**

Teachers operate within institutional systems that impose rules and policies.

However, institutional requirements may sometimes conflict with teachers' ethical beliefs. Teachers often experience tension between administrative expectations and ethical responsibility<sup>30</sup>.

For example:

- administrators may pressure teachers to adjust grades,
- institutional policies may conflict with students' needs,
- disciplinary policies may not reflect ethical fairness.

Teachers must balance professional compliance with ethical integrity. This requires moral courage and professional responsibility.

### **Ethical Responsibility Toward Students**

Teachers have a fundamental ethical obligation to protect and support students.

This responsibility includes:

- ensuring fairness,
- protecting students' dignity,
- promoting academic and emotional development,
- maintaining professional boundaries<sup>31</sup>.

Teachers must avoid favoritism and discrimination. Ethical teaching promotes equality and respect. Teachers serve as moral role models whose behavior influences students' ethical development.

### **Ethical Challenges in Teacher-Parent Relationships**

Parents play an important role in students' education. However, interactions with parents may create ethical dilemmas. Parents may

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<sup>30</sup> Challenges to Ethical Professionalism. Unit 4: Dilemmas in Teaching // Ethical Teaching and Professionalism. – Toronto: Ontario Institute for Studies in Education, University of Toronto, n.d. – P. 63–83.

<sup>31</sup> Challenges to Ethical Professionalism. Unit 4: Dilemmas in Teaching // Ethical Teaching and Professionalism. – Toronto: Ontario Institute for Studies in Education, University of Toronto, n.d. – P. 63–83.

challenge teachers' decisions or request special treatment<sup>32</sup>. Teachers must balance parental expectations with professional responsibility. Professional integrity requires fairness and honesty. Teachers must communicate clearly while maintaining ethical standards.

### **Social, Cultural, and Political Ethical Issues**

Teachers may encounter ethical dilemmas related to social and political topics.

Teachers must avoid imposing personal political beliefs on students<sup>33</sup>. Teachers must promote critical thinking rather than ideological influence. Maintaining neutrality protects students' intellectual freedom. Teachers must respect cultural diversity. Ethical teaching promotes inclusiveness and respect.

### **Ethical Decision-Making and Professional Integrity**

Ethical decision-making involves systematic analysis of ethical problems. Teachers must evaluate consequences and act according to ethical principles<sup>34</sup>.

Professional integrity includes:

- honesty,
- fairness,
- responsibility,
- respect,
- compassion.

Ethical competence develops through experience and reflection. Teachers must continuously improve ethical awareness.

### **Emotional Impact of Ethical Dilemmas**

Ethical dilemmas can cause emotional stress. Teachers may experience:

- anxiety,
- guilt,

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<sup>32</sup> Challenges to Ethical Professionalism. Unit 4: Dilemmas in Teaching // Ethical Teaching and Professionalism. – Toronto: Ontario Institute for Studies in Education, University of Toronto, n.d. – P. 63–83.

<sup>33</sup> Challenges to Ethical Professionalism. Unit 4: Dilemmas in Teaching // Ethical Teaching and Professionalism. – Toronto: Ontario Institute for Studies in Education, University of Toronto, n.d. – P. 63–83.

<sup>34</sup> Challenges to Ethical Professionalism. Unit 4: Dilemmas in Teaching // Ethical Teaching and Professionalism. – Toronto: Ontario Institute for Studies in Education, University of Toronto, n.d. – P. 63–83.

frustration,  
moral conflict.

Ethical teaching requires emotional resilience<sup>35</sup>. Professional reflection helps teachers improve ethical judgment. Ethical growth is part of professional development.

Teaching is fundamentally a moral profession that requires ethical awareness and responsibility. Teachers must make decisions that affect students' academic success, emotional well-being, and future opportunities. Ethical dilemmas are inevitable due to the complexity of teaching. Teachers must balance institutional requirements with ethical responsibility. Ethical teachers contribute not only to academic learning but also to students' moral development and the ethical development of society. Professional integrity, ethical awareness, and moral responsibility are essential qualities of effective teachers.

**Exercise 1. Match the words (A–F) with their definitions (1–6).**

- A. Ethical dilemma
- B. Moral responsibility
- C. Fairness
- D. Integrity
- E. Professional judgment
- F. Compassion

- \_\_\_ Treating people equally and justly
- \_\_\_ A difficult situation involving moral choices
- \_\_\_ The ability to make decisions based on experience and ethics
- \_\_\_ Being honest and having strong moral principles
- \_\_\_ Showing care and concern for others
- \_\_\_ The duty to act according to ethical principles

**Exercise 2. True / False.**

- \_\_\_ Teaching involves moral responsibility.
- \_\_\_ Teachers never face ethical dilemmas.
- \_\_\_ Moral uncertainty means being unsure about the right decision.

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<sup>35</sup> Challenges to Ethical Professionalism. Unit 4: Dilemmas in Teaching // Ethical Teaching and Professionalism. – Toronto: Ontario Institute for Studies in Education, University of Toronto, n.d. – P. 63–83.

- \_\_\_ Grading students can create ethical problems.
- \_\_\_ Ethical teachers must be honest and fair.
- \_\_\_ Teachers do not influence students' moral development.

### **Exercise 3. Short Answer Questions**

- What is an ethical dilemma in teaching?
- Why is fairness important for teachers?
- What causes moral uncertainty?
- How can teachers make ethical decisions?
- Why are teachers considered moral role models?

### **Exercise 4. Case Study (Critical Thinking)**

Situation:

A student asks the teacher to increase their grade because they want to enter university, but their performance was weak.

- What is the ethical dilemma?
- What ethical principles are involved?
- What should the teacher do?
- Explain your decision.

### **Exercise 5. Writing Task 1. Paragraph Writing (100–150 words)**

Write a paragraph on the topic:

**“Why is teaching considered a moral profession?”**

Include:

- moral responsibility
- fairness
- ethical decision-making
- teacher influence

### **Exercise 6. Writing Task 2. Opinion Essay (150–200 words)**

Topic:

**“Should teachers change grades to help students?”**

Include:

- your opinion
- arguments
- examples
- conclusion

## UNIT 5. Collegial fear: the dilemmas within. When collegial isn't ethical



### **Before reading the text, answer the following questions.**

What moral responsibilities do teachers have toward their students and colleagues?

Why is ethical behavior important in the teaching profession?

Have you ever observed a situation where someone did something unethical at work or school? What happened?

Why might teachers be afraid to report unethical behavior by their colleagues?

What could be the consequences if teachers remain silent about unethical actions?

How can schools support teachers in making ethical decisions?

### **Collegial fear: the dilemmas within.**

Teaching is widely recognized as one of the most socially important and morally significant professions. Unlike many other professions that focus primarily on technical skills or productivity, teaching involves continuous interaction with students, colleagues, parents, and society. Teachers do not simply transmit knowledge; they also shape students'

values, attitudes, and ethical perspectives. As a result, teachers function not only as educators but also as moral agents responsible for fostering ethical development and social responsibility<sup>36</sup>.

The concept of moral responsibility in teaching extends beyond classroom instruction. Teachers must demonstrate fairness, honesty, and respect in their interactions with students and colleagues. Their behavior serves as a model that students often imitate. Ethical conduct in teaching contributes to the development of trust, which is essential for effective education. Without trust, the learning environment becomes unstable and ineffective. However, teachers often face ethical dilemmas in their professional environment. One of the most complex dilemmas arises when teachers observe unethical or harmful behavior by their colleagues. In such situations, teachers experience conflict between their moral responsibility to protect students and their professional loyalty to colleagues. This conflict creates emotional tension and uncertainty<sup>37</sup>.

This phenomenon is known as collegial fear. Collegial fear refers to the emotional and psychological discomfort teachers experience when ethical action may threaten their relationships with colleagues. Teachers may hesitate to report or confront unethical conduct because they fear retaliation, professional isolation, or damage to their reputation. As a result, teachers may remain silent even when they recognize unethical behavior. This ethical tension highlights the complexity of moral agency in teaching. Understanding collegial fear is essential for improving professional ethics and creating ethical educational environments.

### **Moral Agency and Professional Responsibility in Teaching**

Moral agency refers to an individual's ability and responsibility to make ethical decisions and act according to moral principles. In the teaching profession, moral agency plays a central role because teachers influence students' intellectual and moral development. Teachers must make decisions that affect students' academic progress, emotional well-

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<sup>36</sup> Sockett H. Collegial fear: the dilemmas within // Challenges to ethical professionalism. – New York: Teachers College Press, 1993. – P. 85–100.

<sup>37</sup> Sockett H. Collegial fear: the dilemmas within // Challenges to ethical professionalism. – New York: Teachers College Press, 1993. – P. 85–100.

being, and social development<sup>38</sup> Teachers exercise moral agency through daily actions, including grading, classroom management, communication, and professional conduct. Fair grading reflects ethical responsibility because it ensures equal treatment of students. Respectful communication promotes students' dignity and self-esteem. Ethical classroom management creates a safe and supportive learning environment.

However, moral agency becomes more complex when teachers observe unethical conduct by colleagues. Teachers may witness colleagues treating students unfairly, using inappropriate language, or neglecting professional responsibilities. In such situations, teachers must decide whether to intervene or remain silent. Professional ethics requires teachers to prioritize students' welfare above personal comfort or professional relationships. However, emotional and social factors often influence decision-making. Teachers may fear negative consequences such as conflict, social isolation, or professional retaliation<sup>39</sup>.

These fears weaken moral agency and prevent ethical action. As a result, teachers may experience internal conflict between their ethical beliefs and professional behavior.

### **The Nature and Causes of Collegial Fear**

Collegial fear develops within professional environments where maintaining positive relationships is considered essential. Teachers work closely with colleagues and depend on cooperation for professional success. As a result, maintaining harmonious relationships becomes a priority. However, this emphasis on harmony may discourage ethical accountability. Teachers may avoid confronting unethical behavior to prevent conflict. They may fear being labeled as disloyal or uncooperative. This fear creates pressure to conform to group norms, even when those norms conflict with ethical principles<sup>40</sup>.

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<sup>38</sup> Sockett H. Collegial fear: the dilemmas within // Challenges to ethical professionalism. – New York: Teachers College Press, 1993. – P. 85–100.

<sup>39</sup> Sockett H. Collegial fear: the dilemmas within // Challenges to ethical professionalism. – New York: Teachers College Press, 1993. – P. 85–100.

<sup>40</sup> Sockett H. Collegial fear: the dilemmas within // Challenges to ethical professionalism. – New York: Teachers College Press, 1993. – P. 85–100.

Collegial fear is influenced by several psychological and social factors:

First, teachers fear social isolation. Being excluded from professional relationships can negatively affect emotional well-being and professional performance.

Second, teachers fear professional consequences. Reporting unethical behavior may affect career advancement, job security, or professional reputation.

Third, teachers fear emotional confrontation. Confronting colleagues may create uncomfortable and stressful situations.

Fourth, teachers may doubt the effectiveness of reporting procedures. If teachers believe that reporting will not lead to meaningful change, they may choose to remain silent<sup>41</sup>.

These factors contribute to the development of ethical silence, which weakens professional ethics.

### **Psychological and Emotional Impact of Ethical Dilemmas**

Ethical dilemmas have significant psychological consequences for teachers. Teachers who observe unethical behavior but fail to act may experience moral distress. Moral distress occurs when individuals know the ethical action but feel unable to perform it due to external constraints<sup>42</sup>.

Moral distress may lead to emotional stress, anxiety, and guilt. Teachers may feel that they have failed to fulfill their professional responsibility. This emotional burden affects professional satisfaction and motivation. Over time, repeated exposure to ethical dilemmas may lead to emotional exhaustion and burnout. Burnout reduces teachers' effectiveness and negatively affects educational quality. Teachers may also experience loss of professional identity. When teachers fail to act according to ethical principles, they may feel disconnected from their

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<sup>41</sup> Sockett H. Collegial fear: the dilemmas within // Challenges to ethical professionalism. – New York: Teachers College Press, 1993. – P. 85–100.

<sup>42</sup> Sockett H. Collegial fear: the dilemmas within // Challenges to ethical professionalism. – New York: Teachers College Press, 1993. – P. 85–100.

professional values. This psychological impact demonstrates the importance of ethical support and institutional protection.

### **Institutional and Organizational Influences**

Institutional culture plays a critical role in shaping ethical behavior. Schools with clear ethical guidelines and supportive leadership encourage teachers to act responsibly. However, institutions that prioritize harmony over accountability discourage ethical action. Formal regulations exist to address unethical behavior. However, teachers may perceive reporting procedures as ineffective or risky. Fear of negative consequences discourages reporting.

Professional organizations and unions influence ethical decision-making. While unions protect teachers' rights, they may unintentionally discourage reporting misconduct to maintain group solidarity<sup>43</sup>.

Institutional leadership must create environments that support ethical accountability. Clear procedures and protection mechanisms encourage ethical behavior.

### **Ethical Silence and Its Consequences**

Ethical silence refers to the failure to address unethical behavior. Ethical silence has serious consequences for students, teachers, and institutions. Students may experience emotional harm, reduced motivation, and loss of trust. Teachers may experience moral distress and reduced professional satisfaction. Institutions may lose credibility and public trust<sup>44</sup>.

Ethical silence allows unethical behavior to continue. This weakens professional standards and damages educational quality. Breaking ethical silence requires moral courage and institutional support.

### **Moral Courage and Ethical Leadership**

Moral courage refers to the ability to act ethically despite fear or risk. Moral courage is essential for maintaining professional ethics. Teachers with moral courage prioritize ethical principles over personal

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<sup>43</sup> Sockett H. Collegial fear: the dilemmas within // Challenges to ethical professionalism. – New York: Teachers College Press, 1993. – P. 85–100.

<sup>44</sup> Sockett H. Collegial fear: the dilemmas within // Challenges to ethical professionalism. – New York: Teachers College Press, 1993. – P. 85–100.

comfort. They act to protect students and maintain professional standards. Institutional support strengthens moral courage. Ethical training programs help teachers develop ethical decision-making skills. Ethical leadership promotes accountability and ethical behavior.

### **Strategies for Promoting Ethical Professional Culture**

Promoting ethical culture requires institutional commitment and professional development. Schools should provide ethical training programs. Ethical education strengthens moral awareness and decision-making skills. Clear reporting procedures protect teachers who act ethically. Institutional support encourages ethical accountability. Professional collaboration promotes ethical responsibility. Creating ethical environments improves educational quality.

Teaching is a moral profession that requires ethical responsibility and professional integrity. Collegial fear creates ethical dilemmas and emotional distress. Supporting teachers through ethical training and institutional protection strengthens professional ethics. Ethical teaching promotes trust, responsibility, and educational quality. Teachers must develop moral courage to fulfill their ethical responsibility.

### **Exercise 1. Match the terms (1–6) with their correct definitions (A–F).**

<b>Terms</b>	<b>Definitions</b>
1. Moral agency	A. Emotional suffering caused by ethical conflict
2. Collegial fear	B. Acting according to ethical principles
3. Ethical silence	C. Fear of reporting colleagues
4. Moral distress	D. Ability to make ethical decisions
5. Professional ethics	E. Failure to report unethical behavior
6. Moral courage	F. Ethical rules guiding professional conduct

### **Exercise 2. Answer the questions in 3–5 sentences.**

Why might teachers feel afraid to report unethical behavior?

What are the risks of remaining silent about unethical conduct?

How can moral courage improve professional ethics?

What role does institutional support play in ethical decision-making?

How can collegial fear affect students?

What would you do if you observed unethical behavior by a colleague?

**Exercise 3. Fill in the blanks using the words below:**

(words: ethical, fear, responsibility, silent, courage, students, professional, decisions)

Teachers have a moral \_\_\_\_\_ to protect students.

Collegial \_\_\_\_\_ prevents teachers from reporting misconduct.

Teachers must make ethical \_\_\_\_\_ in their profession.

Professional \_\_\_\_\_ guides teacher behavior.

Moral \_\_\_\_\_ helps teachers act ethically.

Teachers should not remain \_\_\_\_\_ when they see unethical actions.

Teachers must protect their \_\_\_\_\_.

Ethical teaching requires \_\_\_\_\_ behavior.

**Exercise 4. Play the kahoot game.**

<https://play.kahoot.it/v2/?quizId=d6dafa17-05ca-4664-901c-2e4589727bee&hostId=12b78e22-730f-4e51-8c3f-30bd2e69b4a0>

**Exercise 5. Write a paragraph (120–150 words)**

**Why is moral courage important for teachers?**

**Include:**

definition of moral courage

example

consequences

your opinion

## UNIT 6. Ethical directions. Standards and codes



**Before reading the text, answer the following questions.**

What does the word *ethics* mean to you?

Why do professions need ethical standards?

What is the difference between a law and a code of ethics?

Why is trust important in professions like teaching or medicine?

Do you think professionals should follow ethical rules outside their workplace?

Professional ethics represents a system of moral principles that regulate professional conduct and ensure accountability before society. In contemporary education, ethical responsibility has become increasingly important due to the growing expectations of transparency and public trust. As stated in the text, modern society demands “more transparent and accessible evidence of their moral accountability to those they serve”<sup>45</sup>.

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<sup>45</sup> Campbell E. *The Ethical Teacher: Professional Learning*. – Maidenhead: Open University Press, 2003. – 197 p.

The principle *primum non nocere* (“first, do no harm”) remains one of the foundational ethical obligations across professions [1]. In education, this principle acquires special significance because teachers work with vulnerable individuals—children and adolescents—whose intellectual and moral development depends on professional integrity. Ethical standards and codes function as moral frameworks that define acceptable conduct and guide professionals in complex moral situations.

### **Moral Accountability and Professionalism**

Professionalism in education is closely connected with moral accountability. According to the text, professional ethics symbolizes “a kind of moral contract between society and its trusted institutions”<sup>46</sup>. This moral contract implies that teachers are not only legally responsible but also morally accountable for their actions.

Teachers occupy positions of trust, and trust inevitably requires higher moral standards. As emphasized in the material, “with the endowment of trust comes the expectation of higher moral standards of behaviour”. This means that educators must act in ways that justify the confidence placed in them by students, parents, and society. Furthermore, professional ethics in teaching includes responsibility, competence, and moral judgment. Ethical professionalism is not limited to technical skills; it also involves moral character and integrity.

### **Trust and Vulnerability in Education**

One of the central ethical issues in teaching is the vulnerability of students. The text highlights that children are “dependent and defenseless” and that teachers have moral responsibility to ensure that children “are kept from harm”<sup>47</sup>.

Because of this asymmetrical relationship, teachers must maintain clear professional boundaries and avoid any form of exploitation. Ethical misconduct represents not only personal failure but also a breach of

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<sup>46</sup> Campbell E. *The Ethical Teacher: Professional Learning*. – Maidenhead: Open University Press, 2003. – 197 p.

<sup>47</sup> Campbell E. *The Ethical Teacher: Professional Learning*. – Maidenhead: Open University Press, 2003. – 197 p.

public trust. Professional ethics therefore requires teachers to demonstrate honesty, fairness, respect, and responsibility. These virtues protect students' dignity and promote a safe learning environment.

### **Ethical Expectations Beyond the Classroom**

Ethical responsibility of teachers extends beyond classroom activities. The material notes that individuals holding public trust positions are subject to higher expectations even in their personal lives.

The well-known statement that “teachers are inextricably linked to the integrity of the school system”<sup>48</sup> underlines that teachers' personal conduct may influence public perception of the profession as a whole. Therefore, ethical teaching involves consistency between personal values and professional behaviour. Integrity requires that teachers act ethically both within and outside school contexts.

### **Virtue Ethics and Professional Character**

Professional ethics is not merely a collection of rules; it is rooted in moral virtues. The text refers to virtues such as prudence, courage, temperance, vigilance, justice, and integrity as foundational for professional life <sup>49</sup>.

Virtue-based ethics emphasizes character development. Ethical professionals cultivate habits of honesty, fairness, and responsibility. In education, this is especially important because teachers serve as moral role models for students. Thus, professional identity in teaching is inseparable from moral character. Ethical professionalism involves continuous self-reflection and moral growth.

### **Formalized Standards and Codes**

Every profession develops formal codes of ethics to regulate conduct. According to the material, “no profession can really exist without a code of ethics to guide the conduct of its members” <sup>50</sup>.

Codes of ethics serve several purposes:

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<sup>48</sup> Campbell E. *The Ethical Teacher: Professional Learning*. – Maidenhead: Open University Press, 2003. – 197 p.

<sup>49</sup> Campbell E. *The Ethical Teacher: Professional Learning*. – Maidenhead: Open University Press, 2003. – 197 p.

<sup>50</sup> Campbell E. *The Ethical Teacher: Professional Learning*. – Maidenhead: Open University Press, 2003. – 197 p.

They clarify professional responsibilities.

They promote accountability.

They protect clients and society.

They strengthen professional identity.

However, codes should not be perceived merely as legalistic documents. They are intended to guide ethical reflection rather than to replace moral judgment.

### **Limitations of Ethical Codes**

Although ethical codes provide guidance, they cannot resolve every ethical dilemma. The text suggests that ethical principles “reside visibly in the foreground of a teacher’s consciousness”<sup>51</sup>, meaning that moral awareness must accompany formal standards.

Codes are valuable tools, but ethical decision-making ultimately depends on professional judgment. Ethical dilemmas often require contextual evaluation, balancing principles such as justice, fairness, and care.

Therefore, ethical professionalism cannot be reduced to compliance; it requires moral commitment.

### **Ethical Decision-Making in Teaching**

Ethical decision-making in education involves evaluating actions according to moral principles. Teachers must consider the impact of their decisions on students’ welfare and fairness.

The material emphasizes that ethical standards should “serve as inspiration for the profession” rather than as rigid prescriptions.

Ethical practice involves:

Respect for students

Impartiality and fairness

Honesty and transparency

Professional responsibility

Teachers must constantly reflect on whether their actions align with ethical values.

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<sup>51</sup> Campbell E. *The Ethical Teacher: Professional Learning*. – Maidenhead: Open University Press, 2003. – 197 p.

## **Professional Identity and Ethical Leadership**

Ethical standards contribute to professional identity formation. As noted in the text, professional ethics strengthens the link between moral principles and daily practice<sup>52</sup>. Teachers who embody ethical values become moral leaders within their institutions. Ethical leadership promotes trust, cooperation, and integrity.

Professional ethics also enhances public confidence in the education system. When teachers demonstrate ethical responsibility, society recognizes education as a morally grounded profession.

Ethical standards and codes represent essential foundations of professional practice in education. They define expectations, promote accountability, and protect public trust. However, ethical professionalism extends beyond written codes. It requires internalization of moral values, development of virtues, and consistent ethical behaviour.

As demonstrated in the material, professional ethics is inseparable from trust, responsibility, and integrity. Teachers, as custodians of moral and intellectual development, must uphold the highest ethical standards. Ultimately, ethical practice should become an integral part of professional identity, guiding educators in both routine decisions and complex moral dilemmas.

**Exercise 1. What the video from given QR or use the link. Write True / False / Not Given.**



<https://www.youtube.com/watch?v=C4si6n36n30>

Professional ethics regulates professional conduct.

Ethical responsibility in teaching has decreased in modern society.

Teachers must demonstrate higher moral standards because they hold positions of trust.

Ethical codes can resolve every ethical dilemma in education.

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<sup>52</sup> Campbell E. The Ethical Teacher: Professional Learning. – Maidenhead: Open University Press, 2003. – 197 p.

The principle *primum non nocere* means “act with integrity.”

Students are considered vulnerable in the educational context.

Ethical misconduct can damage public trust in teachers.

Teachers’ personal behavior may influence the reputation of the profession.

Ethical professionalism depends only on technical teaching skills.

Ethical standards are intended to guide reflection rather than replace moral judgment.

Ethical leadership promotes trust and cooperation.

Professional ethics is limited to classroom behavior only

**Exercise 2. Match the terms (A–H) with their correct definitions (1–8).**

<b>Terms</b>	<b>Definitions</b>
A. Professional ethics	1. Moral principles that guide professional conduct
B. Accountability	2. Public confidence in professionals
C. Integrity	3. Responsibility for one’s actions
D. Ethical codes	4. Acting honestly and consistently with moral principles
E. Professional trust	5. Formal guidelines for professional behavior
F. Moral accountability	6. Responsibility toward society and individuals
G. Ethical professionalism	7. Ethical behavior based on moral values
H. Moral judgment	8. Ability to evaluate right and wrong

**Exercise 3. True / False / Not Given**

Professional ethics regulates professional behavior.

Teachers are only responsible for students’ academic performance.

Ethical standards help maintain public trust.

Ethical codes can solve every ethical problem.

Teachers must demonstrate honesty and fairness.

Ethical professionalism only depends on written rules.

Ethical leadership promotes cooperation and trust.  
Teachers' personal behavior does not affect professional reputation.  
Ethical decision-making requires moral judgment.  
Ethical professionalism includes moral commitment.

#### **Exercise 4. Multiple Choice Questions**

Choose the correct answer (A, B, C, or D).

Professional ethics primarily helps to:

- A. increase salary
- B. regulate moral conduct
- C. improve technology
- D. reduce workload

The principle *primum non nocere* means:

- A. follow rules
- B. teach effectively
- C. do no harm
- D. respect authority

Teachers are expected to maintain higher ethical standards because they:

- A. work less
- B. have professional authority
- C. influence students
- D. follow laws

Ethical codes are designed to:

- A. replace moral thinking
- B. guide ethical behavior
- C. control students
- D. reduce responsibility

Ethical professionalism includes:

- A. technical skills only
- B. moral character and integrity
- C. teaching methods only
- D. classroom management only

Ethical leadership promotes:

- A. fear
- B. competition
- C. trust and cooperation
- D. isolation

### **Exercise 5. Gap Filling Exercise**

Complete the sentences using the words below:

**integrity – accountability – ethics – responsibility – trust – codes  
– professionalism – fairness**

Professional \_\_\_\_\_ regulates professional behavior.

Teachers must demonstrate \_\_\_\_\_ and honesty.

Ethical \_\_\_\_\_ guide professional conduct.

Ethical \_\_\_\_\_ builds public confidence.

Teachers have moral \_\_\_\_\_ toward students.

Professional \_\_\_\_\_ requires ethical behavior.

Ethical conduct strengthens public \_\_\_\_\_.

Teachers must ensure \_\_\_\_\_ in their decisions.

### **Exercise 6. Short Answer Questions**

Why is professional ethics important in teaching?

What is moral accountability?

Why must teachers maintain integrity?

How do ethical standards protect students?

What is ethical professionalism?

### **Exercise 7. Critical Thinking Exercise**

Situation:

A teacher gives higher grades to students they personally like.

Answer the questions:

Is this ethical? Why or why not?

Which ethical principle is violated?

What should the teacher do?

How does this affect professional trust?

**Exercise 8. Writing Task (150–200 words)**

Topic:

**The Importance of Ethical Standards in Teaching**

Include:

professional responsibility

ethical decision-making

moral values

professional trust

conclusion

## UNIT 7. Learning to create an ethical culture. Ethical knowledge as professionalism: extending the community



**Before reading the text, answer the following questions.**

What does the word **ethics** mean to you in general and in teaching?

Why is it important for teachers to have **ethical values** such as honesty, fairness, and respect?

How can a teacher's behavior influence students' **moral development**?

What do you think is an **ethical culture** in a school or classroom?

Can you give an example of an **ethical dilemma** a teacher might face?

Do you think teachers should act as **moral role models** for students? Why or why not?

### **Learning to Create an Ethical Culture**

#### **Ethical Knowledge and Teacher Professionalism**

Ethical culture refers to the system of moral values, beliefs, norms, and professional behaviors that guide teachers in their daily professional activities. It is an essential component of professional teaching because

education is not only about transmitting knowledge but also about shaping the moral character of students<sup>53</sup> .

Ethical culture includes several important elements:

moral responsibility

fairness and justice

honesty and integrity

respect for students

professional accountability

Ethical culture defines how teachers interact with students, colleagues, and society. It determines professional standards and expectations. According to Campbell, ethical knowledge is central to teaching professionalism because teachers constantly make decisions that affect students' lives and development <sup>54</sup>. For example, when a teacher evaluates students, ethical culture ensures fairness and objectivity. Without ethical culture, decisions may be biased or unfair.

Ethical culture creates:

safe learning environment

trust between teacher and students

professional integrity

Thus, ethical culture is foundation of professional teaching.

### **Ethical knowledge as the foundation of professionalism**

Ethical knowledge refers to the understanding of moral principles, ethical standards, and professional responsibilities that guide teachers' actions <sup>55</sup>.

Ethical knowledge helps teachers:

understand right and wrong

make ethical decisions

act professionally

protect student rights

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<sup>53</sup> Campbell E. Ethical Knowledge in Teaching: A Moral Imperative of Professionalism // Education Canada. – 2008. – Vol. 48, No. 4. – P. 20–23.

<sup>54</sup> Campbell E. Ethical Knowledge in Teaching: A Moral Imperative of Professionalism // Education Canada. – 2008. – Vol. 48, No. 4. – P. 20–23.

<sup>55</sup> Fenstermacher G.D. Philosophy of Research on Teaching // Review of Research in Education. – Washington: AERA, 1994. – P. 3–37.

Fenstermacher emphasized that teaching cannot be separated from ethical considerations because teachers influence students' intellectual and moral development [2].

Ethical knowledge includes:

Understanding ethical principles

Teachers must understand principles such as justice, fairness, respect, and responsibility.

Professional responsibility

Teachers must accept responsibility for their actions and decisions.

Ethical awareness

Teachers must recognize ethical issues in professional situations.

Ethical judgment

Teachers must evaluate situations and make appropriate ethical decisions.

Ethical knowledge transforms teaching from technical work into professional practice.

### **Teaching as a moral activity**

Teaching is inherently moral because it involves human relationships and moral influence<sup>56</sup>.

Teachers influence:

students' knowledge

students' values

students' behavior

students' personality

Hansen states that teaching is moral activity because teachers constantly make decisions affecting students' development and well-being.

Examples of moral decisions include:

grading students fairly

treating students equally

respecting student dignity

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<sup>56</sup> Hansen D.T. Exploring the Moral Heart of Teaching. – New York: Teachers College Press, 2001. – 210 p.

supporting struggling students

Teachers serve as moral role models. Students observe teachers' behavior and imitate their actions. If teachers demonstrate honesty, students learn honesty. If teachers demonstrate fairness, students learn fairness. Thus, teachers shape moral character of students.

### **Ethical reflection and professional development**

Ethical reflection refers to the process of analyzing and evaluating one's professional actions from ethical perspective<sup>57</sup>.

Ethical reflection helps teachers:

understand consequences of actions

improve professional behavior

strengthen ethical awareness

develop professional competence

Reflection involves asking questions such as:

Was my decision fair?

Did I respect students?

Did I act ethically?

Sockett emphasized that ethical reflection is essential for professional growth because it helps teachers improve ethical competence.

Reflection improves:

professional effectiveness

ethical responsibility

decision-making skills

Reflective teachers demonstrate higher professional standards.

### **Individual ethical responsibility**

Individual ethical responsibility means teachers must accept personal responsibility for ethical conduct<sup>58</sup>.

Teachers must:

act honestly

treat students fairly

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<sup>57</sup> Sockett H. *The Moral Base for Teacher Professionalism*. – New York: Teachers College Press, 1993. – 180 p.

<sup>58</sup> Sergiovanni T.J. *Moral Leadership: Getting to the Heart of School Improvement*. – San Francisco: Jossey-Bass, 1992. – 160 p.

respect student dignity

avoid discrimination

Teachers cannot avoid responsibility by blaming external factors such as institutional policies. Sergiovanni emphasized that teachers must act as moral agents who take responsibility for ethical decisions. Individual ethical responsibility strengthens professional integrity.

Ethical teachers:

make independent ethical decisions

accept consequences

maintain professional standards

### **Collective ethical culture in schools**

Ethical culture exists at both individual and collective levels<sup>59</sup>. Schools must create ethical environments that support professional ethical behavior.

Collective ethical culture includes:

professional collaboration

mutual respect

ethical dialogue

When teachers collaborate, they share ethical experiences and support each other.

Collective ethical culture improves:

teaching effectiveness

professional competence

school environment

Campbell emphasized that ethical culture strengthens professional community<sup>60</sup>. Ethical schools promote ethical teaching.

### **Ethical dilemmas in teaching**

Ethical dilemmas are situations where teachers must choose between competing ethical values<sup>61</sup>.

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<sup>59</sup> Campbell E. Ethical Knowledge in Teaching: A Moral Imperative of Professionalism // Education Canada. – 2008. – Vol. 48, No. 4. – P. 20–23.

<sup>60</sup> Campbell E. Ethical Knowledge in Teaching: A Moral Imperative of Professionalism // Education Canada. – 2008. – Vol. 48, No. 4. – P. 20–23.

<sup>61</sup> Delattre E.J. Character and Cops: Ethics in Policing. – Washington: AEI Press, 2002. – 320 p.

Examples include:

pressure to change grades unfairly

favoritism

conflict between institutional rules and student needs

Ethical dilemmas require:

ethical judgment

professional responsibility

reflection

Delattre emphasized that ethical dilemmas are inevitable in professional practice and require ethical competence. Teachers must analyze situations carefully and make ethical decisions. Ethical dilemmas strengthen professional development.

### **Role of leadership in ethical culture**

School leadership plays important role in ethical culture development<sup>62</sup>.

School leaders influence:

school ethical climate

teacher behavior

professional standards

Ethical leaders:

promote ethical values

support ethical teaching

encourage professional dialogue

Sergiovanni emphasized that ethical leadership strengthens ethical culture in schools. Leadership influences ethical school environment.

### **Professional ethical development**

Ethical development is continuous process <sup>63</sup>. Teachers improve ethical competence through:

professional experience

reflection

training

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<sup>62</sup> Sergiovanni T.J. Moral Leadership: Getting to the Heart of School Improvement. – San Francisco: Jossey-Bass, 1992. – 160 p.

<sup>63</sup> Starratt R.J. Building an Ethical School. – London: Falmer Press, 1994. – 145 p.

discussion

Professional ethical development improves:

teaching quality

professional competence

student outcomes

Starratt emphasized that ethical development strengthens professional teaching. Ethical teachers contribute to ethical society. Ethical culture is essential for professional teaching. Ethical knowledge allows teachers to:

make ethical decisions

act responsibly

maintain professional integrity

Ethical teaching improves:

education quality

student development

professional standards

Teaching is both intellectual and moral profession. Ethical culture is foundation of professional teaching.

**Exercise 1. Play kahoot game using given link.**

<https://play.kahoot.it/v2?quizId=952540ef-1df1-4385-8350-34d24fa6806d&activeWorkspace=PERSONAL&hostId=12b78e22-730f-4e51-8c3f-30bd2e69b4a0&autoAuth=true>

**Exercise 2. Match the words (1–8) with their definitions (A–H).**

<b>Words</b>	<b>Definitions</b>
1. Ethical culture	A. Accepting responsibility for actions
2. Integrity	B. A situation requiring moral decision
3. Accountability	C. Acting honestly and morally
4. Ethical dilemma	D. Thinking about your professional actions
5. Reflection	E. Professional moral responsibility
6. Fairness	F. Treating everyone equally
7. Moral agent	G. A person who makes ethical decisions
8. Responsibility	H. System of moral values and norms

**Exercise 3. Write True (T) or False (F).**

Teaching is only about academic knowledge.

Ethical knowledge helps teachers make professional decisions.

Teachers influence students' moral development.

Ethical culture is not important in schools.

Teachers are moral role models.

Ethical reflection improves professional competence.

Ethical responsibility belongs only to school leaders.

Ethical culture promotes trust and respect.

**Exercise 4. Case Study.**

Situation:

A teacher is asked to increase a student's grade unfairly.

Answer the questions:

What is the ethical dilemma?

What should the teacher do?

What ethical principle is involved?

**Exercise 5. Writing Task.** Write a paragraph (120–150 words).

Topic:

Importance of ethical culture in teaching

Include:

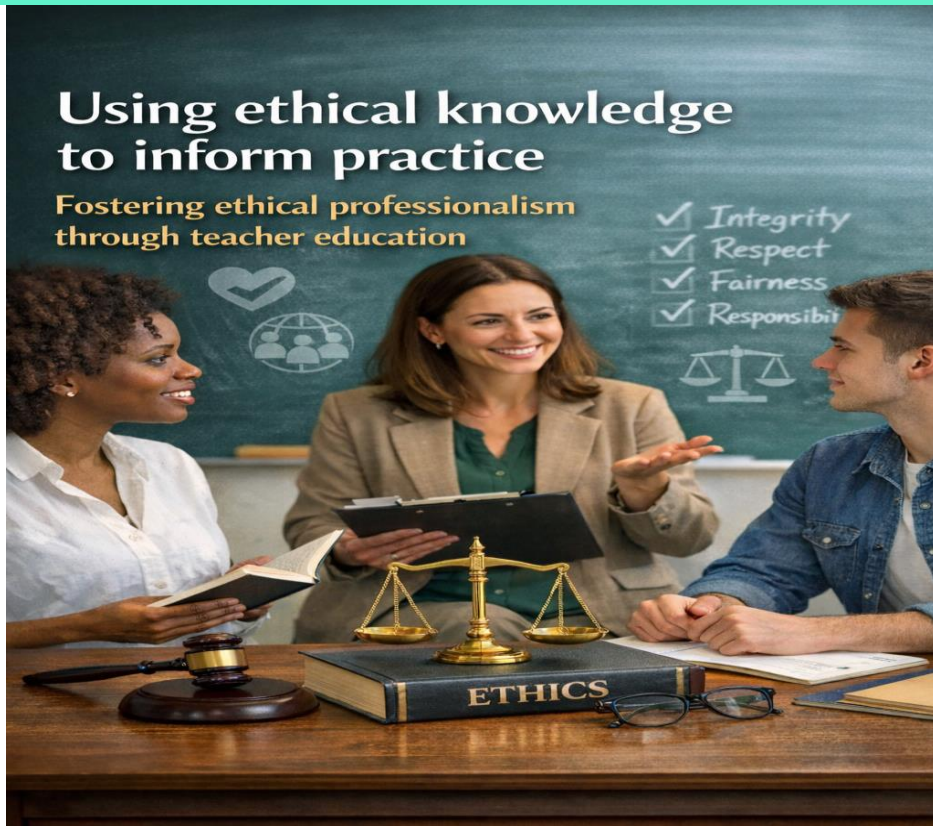
ethical responsibility

fairness

role model

professional integrity

## UNIT 8. Using ethical knowledge to inform practice. Fostering ethical professionalism through teacher education



**Before reading the text, answer the following questions.**

**What does it mean to be an ethical teacher?**

Think about the teacher's behavior, attitudes, and responsibilities.

**Why is teaching considered not only an academic but also a moral profession?**

Consider how teachers influence students' character and values.

**What kind of ethical problems can teachers face in the classroom?**

Give examples such as grading, discipline, or fairness.

**How can a teacher's personal values affect their professional decisions?**

Do teachers' beliefs influence how they treat students?

**Why is fairness important in teaching and learning?**

What happens if students feel they are treated unfairly?

**What should a teacher do when facing a difficult ethical decision?**

What factors should guide their decision?

## **Teaching as a Moral Practice**

Teaching is widely recognized as one of the most morally significant professions in society because teachers influence not only students' academic knowledge but also their moral development and personal character. Ethical knowledge plays a central role in helping teachers examine their actions, decisions, and professional responsibilities. Ethical knowledge enables teachers to engage in self-examination regarding the moral nature of their actions and their consequences in the educational process <sup>64</sup>.

Teachers must consider not only what they teach but also how their behavior affects students. Ethical teaching involves reflection on one's decisions and awareness of their moral implications. As Campbell states, ethical knowledge serves as a lens through which teachers can assess all aspects of their teaching practice and professional responsibilities <sup>65</sup>.

### **The Concept of Ethical Knowledge**

Ethical knowledge refers to the understanding and application of moral principles in professional teaching practice. It includes the ability to recognize ethical issues, evaluate possible actions, and make morally justified decisions. Ethical knowledge is not merely theoretical; it is deeply connected to everyday classroom situations.

Teachers must develop awareness of values such as justice, fairness, honesty, respect, and responsibility. These values guide professional conduct and help teachers maintain ethical integrity. Ethical knowledge helps teachers recognize ethical dilemmas and respond appropriately in complex situations<sup>66</sup>. For example, when grading students, teachers must ensure fairness and objectivity. Favoritism or bias violates ethical principles and undermines trust. Ethical knowledge ensures that teachers make fair and consistent decisions.

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<sup>64</sup> Campbell E. *The Ethical Teacher*. – Maidenhead: Open University Press, 2008. – 168 p.

<sup>65</sup> Campbell E. Using ethical knowledge to inform practice // *Ethical Teacher*. – Maidenhead: Open University Press, 2008. – P. 130–142.

<sup>66</sup> Campbell E. *The Ethical Teacher*. – Maidenhead: Open University Press, 2008. – 168 p.

## **Moral Agency in Teaching**

Teachers are moral agents, meaning they have the capacity and responsibility to make ethical decisions. Moral agency involves conscious awareness of ethical responsibilities and deliberate action based on moral principles. Campbell explains that moral agency is not automatic but develops through education, reflection, and professional experience<sup>67</sup>.

Moral agency enables teachers to:

- recognize ethical problems
- reflect on moral values
- make responsible decisions
- accept accountability

For example, when a teacher observes bullying, moral agency requires intervention to protect the victim and restore justice.

## **Professional Ethics and Moral Principles**

Professional ethics refers to the moral standards guiding teachers' behavior and decisions. Ethical teaching involves several key principles:

- Justice – treating all students fairly
- Respect – recognizing students' dignity
- Honesty – maintaining integrity
- Care – demonstrating empathy and concern
- Responsibility – accepting accountability

These principles form the foundation of ethical teaching practice. Ethical teaching promotes trust, fairness, and a positive learning environment. For instance, teachers must ensure fair grading practices. If a teacher unfairly increases grades for certain students, it violates ethical standards.

## **Teachers as Moral Role Models**

Teachers serve as moral role models for students. Students observe teachers' behavior and learn ethical values through their example.

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<sup>67</sup> Campbell E. Using ethical knowledge to inform practice // Ethical Teacher. – Maidenhead: Open University Press, 2008. – P. 130–142.

Campbell emphasizes that teachers' actions influence students' moral development and ethical awareness <sup>68</sup>.

Teachers demonstrate values through:

respectful communication

fairness in evaluation

responsible decision-making

professional conduct

For example, when teachers treat students with respect, students learn to respect others.

### **Ethical Decision-Making in Teaching**

Ethical decision-making involves identifying ethical problems, analyzing possible actions, and choosing morally appropriate solutions. Teachers frequently face ethical dilemmas requiring careful judgment.

Campbell describes ethical reflection as an essential component of professional practice. Teachers must evaluate the moral implications of their actions and decisions<sup>69</sup>. For example, if a student asks for grade improvement without merit, the teacher must balance compassion with fairness.

Ethical decision-making requires:

recognition of ethical issues

evaluation of alternatives

consideration of consequences

application of moral principles

### **Ethical Reflection and Professional Growth**

Ethical reflection is essential for professional development. Teachers must regularly reflect on their actions and decisions to improve ethical awareness. Campbell highlights that reflection enables teachers to examine their beliefs and practices and develop ethical competence (Campbell, 2008).

Reflection questions include:

Was my decision fair?

Did I respect the student's dignity?

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<sup>68</sup> Campbell E. Using ethical knowledge to inform practice // Ethical Teacher. – Maidenhead: Open University Press, 2008. – P. 130–142.

<sup>69</sup> Campbell E. The Ethical Teacher. – Maidenhead: Open University Press, 2008. – 168 p.

Could I have acted differently?

Reflection strengthens moral awareness and professional growth.

### **Ethical School Environment**

Ethical teaching requires a supportive school environment. Schools must promote ethical values and encourage professional responsibility.

Ethical school environments support teachers by:

encouraging ethical discussion

providing professional guidance

promoting fairness and respect

Campbell notes that ethical knowledge should be shared among teachers to strengthen professional ethics. Ethical knowledge is essential for effective teaching. Teachers must act as moral agents, role models, and ethical professionals. Ethical teaching promotes fairness, respect, and trust in education.

Ethical knowledge helps teachers:

make responsible decisions

develop professional competence

support student development

Ethical professionalism is essential for educational quality and social responsibility.

**Exercise 1. Watch the video using QR or given link.**



<https://www.youtube.com/watch?v=m4G8OYLPUho&t=24s>

**Fill in each blank with a suitable word from the video content.**

Teachers should adhere to core \_\_\_\_\_ that guide their professional behaviour.

A commitment to professional \_\_\_\_\_ is essential for every teacher.

Teachers strive to embody ethical standards because of their professional \_\_\_\_\_.

The profession shares a collective \_\_\_\_\_ of teaching with integrity and dignity.

Ethical standards convey teachers' \_\_\_\_\_ to students and society.

Every teacher should demonstrate respect and \_\_\_\_\_ for learners.

Teachers are expected to uphold the integrity of their \_\_\_\_\_.

Professional conduct requires belief in the value and \_\_\_\_\_ of all students.

Teachers must act consistently with the ethical standards of the \_\_\_\_\_ profession.

Teaching ethics strengthens the teacher's sense of \_\_\_\_\_ towards their work.

### **Exercise 2. Match the words with their correct definitions.**

<b>Words</b>	<b>Definitions</b>
1. Ethics	a. Being honest and having strong moral principles
2. Integrity	b. Moral responsibility for actions
3. Moral agency	c. Treating everyone equally
4. Justice	d. Moral principles guiding behavior
5. Responsibility	e. Ability to make ethical decisions

### **Exercise 3. True / False / Not Given**

Teaching is only about academic instruction.

Teachers influence students' moral development.

Ethical knowledge helps teachers make professional decisions.

Teachers should ignore ethical dilemmas.

Students observe teachers' behavior.

### **Exercise 4. Write 150–200 words:**

#### **Topic:**

“The Importance of Professional Ethics in Teaching”

Include:

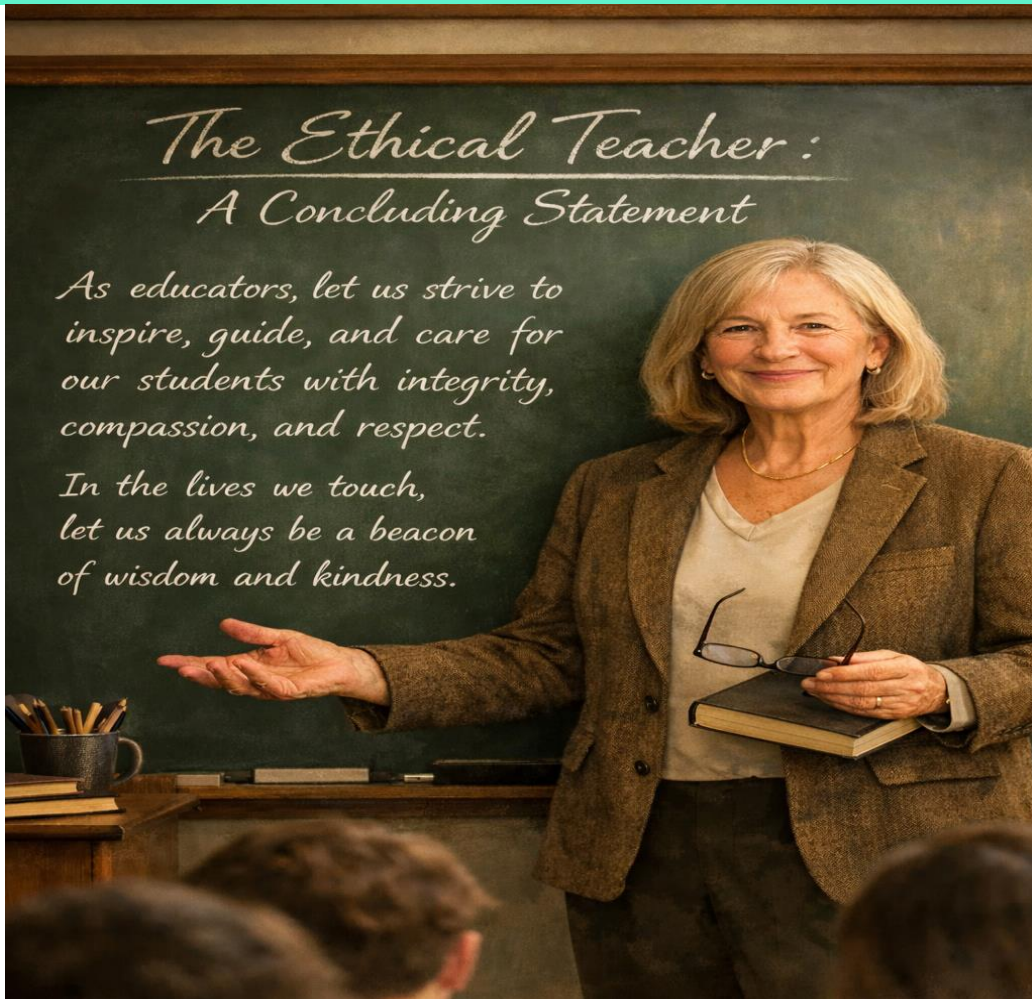
teacher responsibility

ethical behavior

fairness

student protection

## UNIT 9. The ethical teacher: a concluding statement



### **Before reading the text, answer the following questions.**

What qualities do you think an ethical teacher should have? Why are these qualities important?

Do you think teaching is only about transferring knowledge, or does it also involve moral responsibility? Explain your opinion.

How can a teacher influence students' moral and ethical development?

Why is fairness important in teacher-student relationships?

What should a teacher do if they face an ethical dilemma in the classroom?

Can teachers serve as role models for students? Give examples of how their behavior might influence students.

## **The Ethical Teacher: A Concluding Statement**

The ethical teacher occupies a central role not only in the intellectual development of students but also in their moral formation. Teaching is inherently a moral activity because it involves decisions that influence students' values, attitudes, and future lives. As Aristotle emphasized, moral character develops through habitual ethical action, stating that "we become just by doing just acts"<sup>70</sup>. This principle highlights that ethical teaching is not merely theoretical but is demonstrated through consistent ethical practice and professional conduct.

The ethical teacher demonstrates integrity, fairness, and responsibility in all professional interactions. According to John Dewey, education is fundamentally a social and moral process in which teachers guide students toward responsible participation in society<sup>71</sup>. Teachers serve as moral agents whose decisions and actions reflect ethical principles. Their behavior influences students' moral awareness and ethical development.

Furthermore, ethical teachers create classroom environments based on trust, respect, and fairness. Nel Noddings emphasizes that caring relationships form the foundation of ethical teaching, stating that ethical education is grounded in the teacher's genuine care for students' well-being and development<sup>72</sup>. When students feel respected and valued, they develop confidence, motivation, and moral responsibility.

Professional ethics also require teachers to act fairly and avoid discrimination. Strike and Soltis note that teachers have an ethical obligation to treat students with fairness and justice, ensuring equal opportunities for learning and development<sup>73</sup>. Fair assessment, respect for student dignity, and professional integrity strengthen the ethical foundation of education.

Moreover, teachers serve as powerful moral role models. Hansen states that teaching is inherently a moral practice because teachers

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<sup>70</sup> Аристотель. Никомахова этика / пер. с древнегреч. – М.: Мысль, 1983. – 336 с

<sup>71</sup> Dewey J. *Moral Principles in Education*. – Boston: Houghton Mifflin, 1909. – 64 p

<sup>72</sup> Noddings N. *Caring: A Feminine Approach to Ethics and Moral Education*. – Berkeley: University of California Press, 1984. – 216 p.

<sup>73</sup> Strike K.A., Soltis J.F. *The Ethics of Teaching*. – New York: Teachers College Press, 2009. – 128 p.

constantly make judgments that influence students' moral and intellectual development<sup>74</sup>. Students observe teachers' actions and internalize ethical values through experience and example.

Ethical teaching requires continuous reflection and commitment to professional values. Teachers must evaluate their actions and ensure that their decisions align with ethical principles. Ethical teachers demonstrate moral courage by acting responsibly even in challenging situations.

Ultimately, the ethical teacher serves as a moral guide, demonstrating wisdom, compassion, and integrity. Their influence extends beyond academic instruction and contributes to the development of ethical individuals and responsible citizens. As education philosopher Paulo Freire stated, education is a practice of freedom that empowers individuals to become ethical and responsible members of society<sup>75</sup>.

Thus, the ethical teacher stands as a beacon of moral leadership, shaping not only knowledge but also character, responsibility, and ethical awareness in future generations.

**Exercise 1. Vocabulary Matching.** Match the terms with their correct definitions.

<b>Term</b>	<b>Definition</b>
1. Integrity	a. Acting with fairness and respect
2. Moral agency	b. Ability to make ethical decisions
3. Fairness	c. Honesty and strong moral principles
4. Ethical responsibility	d. Treating everyone equally
5. Role model	e. Duty to act ethically

**Exercise 2. Students stand up for TRUE and sit down for FALSE.**

Teaching is only about academic knowledge.

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<sup>74</sup> Hansen D.T. The Moral is in the Practice // Teaching and Teacher Education. – 2001. – Vol. 17, No. 7. – P. 826–835.

<sup>75</sup> Freire P. Pedagogy of Freedom: Ethics, Democracy, and Civic Courage. – Lanham: Rowman & Littlefield, 1998. – 144 p.

Teachers influence students' moral development.

Ethical teachers demonstrate fairness.

Teachers should ignore students' emotional needs.

Ethical teaching promotes trust.

### **Exercise 3. Case Study Role Play (Group Activity)**

Situation:

A student asks the teacher to increase their grade unfairly.

Group discussion questions:

- What is the ethical dilemma?
- What should the teacher do?
- Which ethical principles are involved?
- How should the teacher respond professionally?

Each group presents their solution.

### **Exercise 4. Ethical Decision-Making Activity**

Read the situation:

A teacher discovers that a student cheated on a test.

Questions:

What should the teacher do?

Why is honesty important?

How should the teacher respond ethically?

What lesson should the student learn?

Discuss in groups.

### **Exercise 5. Moral Values Ranking Activity**

Rank the following values from most important to least important:

- Honesty
- Fairness
- Respect
- Responsibility
- Compassion

Explain your choices.

### **Exercise 6. Debate Activity**

Topic:

"Teachers must always act as moral role models."

Group A: Agree

Group B: Disagree

Present arguments and examples.

**Exercise 7. Reflection Writing Task.** Write 100–150 words on the topic:

"Why is ethical teaching important?"

Include:

- moral responsibility
- teacher influence
- fairness
- ethical behavior

## **Seminar lessons**

### **Seminar lesson 1. Introduction to Ethics in Teaching**

#### **Exercise 1. Concept Definition and Application**

**Objective:**

To develop understanding of basic ethical concepts in teaching.

**Instructions:**

Define the following concepts in 4–5 sentences and provide one classroom example for each:

Professional ethics

Integrity

Fairness

Responsibility

Ethical decision-making

**Guidance:**

Explain meaning, importance, and application.

**Expected Outcome:**

Students understand core ethical concepts and professional vocabulary.

#### **Exercise 2. Ethical Case Study Analysis**

**Objective:**

To develop ethical reasoning.

**Situation:**

A teacher ignores weak students and focuses only on high achievers.

**Tasks:**

Answer in detail:

Is this ethical? Why?

What ethical principles are violated?

What are the consequences?

What should the teacher do?

**Expected Outcome:**

Students develop ethical problem-solving skills.

### **Exercise 3. Ethical Decision Model**

#### **Objective:**

To understand ethical decision-making process.

#### **Instructions:**

Explain the 5 stages of ethical decision-making with examples.

#### **Expected Outcome:**

Students learn structured ethical reasoning.

### **Exercise 4. Group Discussion**

#### **Objective:**

To develop ethical awareness.

#### **Discuss:**

Why ethics is important in teaching

How ethics affects students

Role of ethical teacher

#### **Expected Outcome:**

Students improve critical thinking.

### **Exercise 5. Writing Task**

#### **Objective:**

To develop academic writing.

#### **Write:**

150–200 words:

**“Importance of Professional Ethics in Teaching”**

## **Seminar lesson 2. The Teacher as a Moral Person. Teacher Character as Moral Agency**

Teaching is not only an intellectual profession but also a moral profession. Teachers influence students’ values, attitudes, and behavior. Their personal character, integrity, fairness, and responsibility shape students’ moral development and professional environment.

### **Exercise 1. Concept Definition and Professional Reflection**

#### **Objective:**

To develop students’ understanding of moral agency and teacher character as essential components of ethical professionalism.

**Instructions:**

Define and explain the following concepts. Each definition must be written in **4–6 sentences** and include:

definition of the concept,  
its importance in teaching,  
how it affects teacher behavior,  
one classroom example.

Concepts:

Moral agency

Teacher character

Integrity

Empathy

Professional responsibility

**Guidance:**

When writing your definitions, consider:

How does this concept influence teacher decisions?

How does it affect students' trust and learning?

How does it improve professional competence?

Example (Empathy – model):

Empathy is the ability to understand and share the feelings of others. In teaching, empathy helps teachers understand students' emotional and academic difficulties. Empathetic teachers create supportive and respectful classroom environments. For example, a teacher who helps a struggling student instead of criticizing them demonstrates empathy.

**Expected Outcome:**

Students will be able to:

understand moral concepts,

explain ethical professional qualities,

apply ethical vocabulary correctly,

connect ethical theory with teaching practice.

**Exercise 2. Ethical Case Study Analysis (Teacher Character and Moral Responsibility)**

**Objective:**

To develop ethical reasoning and understanding of teacher moral responsibility.

**Situation:**

A teacher publicly criticizes a student for making mistakes in front of the entire class, causing embarrassment and emotional distress.

**Instructions:**

Answer the following questions in **5–7 sentences each**:

Is the teacher's behavior ethical? Why or why not?

Which ethical principles are violated? Explain each.

How might this behavior affect the student emotionally and academically?

How does this behavior affect teacher-student trust?

What should the teacher do differently to demonstrate moral responsibility?

**Guidance:**

Consider ethical principles such as:

respect,

dignity,

empathy,

fairness,

responsibility.

Think about psychological and educational consequences.

**Expected Outcome:**

Students will be able to:

analyze ethical violations,

evaluate teacher behavior,

understand teacher moral responsibility,

propose ethical solutions.

**Exercise 3. Moral Agency and Ethical Decision-Making Model****Objective:**

To develop understanding of how moral agency influences ethical decision-making in teaching.

**Instructions:**

Explain how moral agency helps teachers make ethical decisions. Then describe the following steps with classroom examples:

Recognizing moral responsibility

Understanding ethical consequences

Evaluating ethical alternatives

Making ethical decisions

Acting ethically

Each step must be explained in **4–5 sentences** with examples.

**Guidance:**

Examples may include:

helping weak students,

fair grading,

respecting student dignity,

managing classroom conflicts.

Example:

Recognizing moral responsibility means understanding that teachers' actions affect students' lives. For example, a teacher must recognize that unfair grading can damage student motivation.

**Expected Outcome:**

Students will be able to:

understand moral agency,

apply ethical reasoning,

analyze ethical responsibility,

develop ethical professional competence.

**Exercise 4. Group Discussion and Ethical Self-Reflection****Objective:**

To develop ethical awareness, professional reflection, and communication skills.

**Instructions:**

Discuss the following questions in groups (3–5 students). Each student must participate actively.

Discussion Questions:

Why is teacher character important in education?

How does teacher behavior influence student moral development?

Can students learn ethics by observing teachers?

What qualities make a teacher morally effective?

How does teacher integrity influence professional success?

Each group must prepare a **3–5 minute oral presentation** explaining their ideas.

**Guidance:**

Students should:

give examples,

express opinions,

analyze real-life situations,

connect theory with practice.

**Expected Outcome:**

Students will be able to:

develop ethical awareness,

improve communication skills,

reflect on professional identity,

understand moral responsibility in teaching.

**Exercise 5. Academic Writing Task (Teacher as Moral Agent)**

**Objective:**

To develop academic writing skills and ethical understanding of teacher moral responsibility.

**Instructions:**

Write a paragraph of **150–200 words** on the topic:

**“The Teacher as a Moral Agent and Role Model”**

Your paragraph must include:

definition of moral agency,

importance of teacher character,

influence on students,

example from classroom practice,

conclusion explaining importance.

**Writing Structure:**

Introduction:

Define moral agency.

Body:

Explain teacher role and influence.

Conclusion:

Explain importance of moral character.

Example opening sentence:

Teaching is not only an academic profession but also a moral profession that requires strong ethical character and responsibility.

**Expected Outcome:**

Students will be able to:

write academically,

explain moral agency,

demonstrate ethical understanding,

develop professional ethical awareness

**Seminar lesson 3. The Teacher as a Moral Educator. Moral Education as Moral Agency**

Teachers play a crucial role not only in delivering academic knowledge but also in shaping students' moral values, attitudes, and behavior. Moral education helps students develop ethical awareness, responsibility, empathy, and respect, which are essential for their personal and professional development.

**Exercise 1. Concept Definition and Moral Education Analysis****Objective:**

To develop students' understanding of moral education and the teacher's role as a moral educator.

**Instructions:**

Define and explain the following concepts. Each explanation must be written in **4–6 sentences** and include:

definition of the concept,

its importance in education,

its impact on students,  
and one classroom example.

Concepts:

Moral education

Moral educator

Role model

Ethical awareness

Moral responsibility

**Guidance:**

When writing your answers, consider:

How do teachers influence student moral development?

Why is moral education important in modern society?

How do students learn moral values from teachers?

Example (Role model – model):

A role model is a person whose behavior serves as an example for others. In education, teachers act as role models because students observe and imitate their actions. Teachers who demonstrate fairness, respect, and responsibility teach students ethical behavior. For example, a teacher who treats all students equally demonstrates moral leadership.

**Expected Outcome:**

Students will be able to:

understand moral education concepts,

explain teacher ethical influence,

apply ethical vocabulary correctly,

connect moral education with teaching practice.

**Exercise 2. Ethical Case Study Analysis (Moral Teaching in Practice)**

**Objective:**

To develop students' ethical reasoning and understanding of moral teaching responsibilities.

**Situation:**

During a classroom discussion, one student laughs at another student who gives a wrong answer. The teacher ignores the situation and continues teaching without addressing the disrespectful behavior.

**Instructions:**

Answer the following questions in **5–7 sentences each**:

Is the teacher’s response ethical? Why or why not?

What moral values should the teacher promote in this situation?

How might ignoring this behavior affect the classroom environment?

What should the teacher do to teach moral values effectively?

How does this situation relate to the teacher’s role as a moral educator?

**Guidance:**

Consider ethical principles such as:

respect,

empathy,

fairness,

responsibility,

dignity.

Think about the emotional and psychological impact on students.

**Expected Outcome:**

Students will be able to:

analyze ethical classroom situations,

understand teacher moral responsibilities,

evaluate moral teaching effectiveness,

propose ethical teaching strategies.

**Exercise 3. Moral Education and Ethical Influence Model**

**Objective:**

To help students understand how teachers influence students’ moral development.

**Instructions:**

Explain how teachers promote moral education through the following actions. Each explanation must be written in **4–5 sentences** and include one example.

Actions:

Demonstrating ethical behavior

Treating students with respect

Promoting fairness and equality

Encouraging responsibility

Resolving conflicts ethically

**Guidance:**

Consider questions such as:

How do teacher actions influence student behavior?

How do students learn moral values?

Why is teacher behavior more important than words?

Example:

Demonstrating ethical behavior helps students learn moral values through observation. When teachers behave honestly and respectfully, students learn to act the same way. For example, a teacher who admits their mistake teaches honesty.

**Expected Outcome:**

Students will be able to:

understand teacher moral influence,

analyze ethical teaching behavior,

explain moral education process,

develop ethical teaching awareness.

**Exercise 4. Group Discussion and Moral Reflection**

**Objective:**

To develop students' ethical awareness and understanding of moral teaching.

**Instructions:**

Discuss the following questions in groups (3–5 students). Each student must participate actively.

Discussion Questions:

Why are teachers considered moral educators?

How do teachers influence students' moral values?

What moral qualities should a teacher possess?

How does teacher behavior affect student character?

How can teachers create a moral classroom environment?

Each group must prepare a **3–5 minute presentation** explaining their ideas.

**Guidance:**

Students should:

provide examples,

express opinions clearly,

analyze ethical teaching situations,

reflect on professional responsibility.

**Expected Outcome:**

Students will be able to:

develop ethical awareness,

improve communication skills,

reflect on teacher moral responsibilities,

understand importance of moral education.

**Exercise 5. Academic Writing Task (Teacher as Moral Educator)**

**Objective:**

To develop academic writing skills and deepen understanding of moral education.

**Instructions:**

Write a paragraph of **150–200 words** on the topic:

**“The Teacher as a Moral Educator and Role Model”**

Your paragraph must include:

definition of moral educator,

teacher role in moral development,

importance of moral education,

classroom example,

conclusion explaining importance.

**Writing Structure:**

Introduction:

Define moral educator.

Body:

Explain teacher influence and example.

Conclusion:

Explain importance of moral teaching.

Example opening sentence:

Teachers play an important role not only in teaching academic subjects but also in developing students' moral values and ethical behavior.

**Expected Outcome:**

Students will be able to:

write academically,

explain moral education clearly,

demonstrate ethical understanding,

develop professional moral awareness.

#### **Seminar lesson 4. Dilemmas in Teaching. Moral Uncertainty: When Ethical Knowledge Fades**

Teaching involves complex ethical situations where teachers must make decisions that affect students' academic success, emotional well-being, and moral development. Ethical dilemmas occur when teachers must choose between conflicting ethical principles such as fairness, compassion, responsibility, and professional integrity.

#### **Exercise 1. Concept Definition and Ethical Dilemma Analysis**

**Objective:**

To develop students' understanding of ethical dilemmas and moral uncertainty in teaching.

**Instructions:**

Define and explain the following concepts. Each explanation must be written in **4–6 sentences** and include:

- definition of the concept,
- its importance in teaching,
- how it affects teacher decision-making,

- and one classroom example.

Concepts:

- Ethical dilemma
- Moral uncertainty
- Ethical judgment
- Professional integrity
- Ethical responsibility

**Guidance:**

Consider questions such as:

- Why do ethical dilemmas occur in teaching?
- Why is ethical judgment important?
- How do teachers resolve moral conflicts?

Example (Ethical dilemma – model):

An ethical dilemma is a situation where a teacher must choose between two or more morally acceptable options, but each choice has consequences. Ethical dilemmas occur frequently in teaching because teachers work with diverse students and complex situations. For example, a teacher may need to decide whether to strictly follow grading rules or help a struggling student.

**Expected Outcome:**

Students will be able to:

- understand ethical dilemma concepts,
- explain moral uncertainty,
- analyze ethical conflicts,
- apply ethical terminology correctly.

**Exercise 2. Ethical Case Study Analysis (Grade Adjustment Dilemma)**

**Objective:**

To develop ethical reasoning and decision-making skills.

**Situation:**

A student asks the teacher to increase their grade because they need a higher score to enter university. The student explains that they worked hard but performed poorly on the exam.

**Instructions:**

Answer the following questions in **5–7 sentences each**:

1. What is the ethical dilemma in this situation?
2. Which ethical principles are in conflict?
3. What are the possible consequences of increasing or not increasing the grade?
4. What is the most ethical decision? Explain your reasoning.
5. How can the teacher balance fairness and compassion?

**Guidance:**

Consider ethical principles such as:

- fairness,
- honesty,
- compassion,
- professional responsibility,
- academic integrity.

Think about consequences for both the student and educational system.

**Expected Outcome:**

Students will be able to:

- analyze ethical conflicts,
- evaluate ethical decisions,
- understand professional responsibility,
- develop ethical reasoning skills.

**Exercise 3. Ethical Decision-Making in Classroom Conflicts****Objective:**

To help students understand how teachers resolve ethical dilemmas professionally.

**Instructions:**

Explain how a teacher should respond ethically to the following situations. Each explanation must be written in **4–6 sentences**.

Situations:

1. A student cheats on an exam.
2. A teacher is pressured to change grades by administration.

3. A teacher observes discrimination among students.
4. A student is treated unfairly by another teacher.
5. A teacher feels emotional bias toward a student.

**Guidance:**

Explain:

- ethical problem,
- ethical principles involved,
- appropriate ethical action,
- consequences of ethical vs unethical decisions.

Example:

If a student cheats, the teacher must address the issue honestly and fairly. Ignoring cheating violates academic integrity.

**Expected Outcome:**

Students will be able to:

- apply ethical decision-making,
- analyze real teaching situations,
- develop professional ethical competence,
- make responsible professional decisions.

**Exercise 4. Group Discussion and Moral Uncertainty Reflection**

**Objective:**

To develop students' ability to analyze ethical dilemmas and reflect on moral responsibility.

**Instructions:**

Discuss the following questions in groups (3–5 students). Each student must actively participate.

Discussion Questions:

1. Why are ethical dilemmas common in teaching?
2. Why is ethical decision-making difficult?
3. How should teachers balance fairness and compassion?
4. How do ethical decisions affect students' trust?
5. How can teachers develop ethical competence?

Each group must present their discussion in a **3–5 minute oral presentation**.

**Guidance:**

Students should:

- provide examples,
- express ethical reasoning,
- analyze professional responsibility,
- reflect on real-life situations.

**Expected Outcome:**

Students will be able to:

- develop ethical awareness,
- improve analytical thinking,
- understand moral responsibility,
- strengthen professional ethical judgment.

**Exercise 5. Academic Writing Task (Ethical Dilemmas in Teaching)****Objective:**

To develop academic writing skills and ethical reasoning.

**Instructions:**

Write a paragraph of **150–200 words** on the topic:

**“Ethical Dilemmas in Teaching and Their Impact on Professional Practice”**

Your paragraph must include:

- definition of ethical dilemma,
- why ethical dilemmas occur,
- impact on teachers and students,
- classroom example,
- conclusion explaining importance of ethical decision-making.

**Writing Structure:**

Introduction:

Define ethical dilemma.

Body:

Explain importance and example.

Conclusion:

Explain importance of ethical professionalism.

Example opening sentence:

Ethical dilemmas are common in teaching because teachers must make decisions that affect students' academic and moral development.

**Expected Outcome:**

Students will be able to:

- write academically,
- explain ethical dilemmas clearly,
- demonstrate ethical reasoning,
- develop professional ethical awareness.

**Seminar lesson 6. Ethical Directions. Standards and Codes**

Ethical standards and professional codes provide a framework that guides teachers' professional behavior. These standards ensure fairness, accountability, integrity, and responsibility in education. Ethical codes help teachers maintain professional competence and protect students' rights, dignity, and well-being.

**Exercise 1. Concept Definition and Ethical Standards Analysis**

**Objective:**

To develop students' understanding of ethical standards and professional codes in teaching.

**Instructions:**

Define and explain the following concepts. Each explanation must be written in **4–6 sentences** and include:

- definition of the concept,
- its importance in teaching,
- its impact on professional behavior,
- and one classroom example.

Concepts:

- Professional ethics
- Ethical standards
- Ethical codes
- Accountability
- Professional integrity

**Guidance:**

Consider the following questions:

- Why do teachers need ethical standards?
- How do ethical codes guide professional behavior?
- How do ethical standards protect students?

Example (Accountability – model):

Accountability refers to the responsibility of teachers for their professional actions and decisions. Teachers must ensure that their actions are ethical and fair. Accountability helps maintain trust between teachers and society. For example, a teacher who evaluates students honestly demonstrates accountability.

**Expected Outcome:**

Students will be able to:

- understand ethical standards and codes,
- explain professional ethical responsibility,
- apply ethical terminology,
- understand professional accountability.

**Exercise 2. Ethical Case Study Analysis (Violation of Ethical Standards)****Objective:**

To develop students' ability to identify ethical violations and apply professional ethical standards.

**Situation:**

A teacher shares confidential student information with other teachers without permission. The student feels embarrassed and loses trust in the teacher.

**Instructions:**

Answer the following questions in **5–7 sentences each**:

1. What ethical standards are violated in this situation?
2. Why is confidentiality important in teaching?
3. What are the consequences of violating ethical codes?
4. How does this behavior affect professional trust?
5. What should the teacher do to maintain ethical standards?

**Guidance:**

Consider ethical principles such as:

- confidentiality,
- professional responsibility,
- integrity,
- accountability,
- respect.

**Expected Outcome:**

Students will be able to:

- identify ethical violations,
- understand professional responsibility,
- analyze ethical consequences,
- develop ethical decision-making skills.

**Exercise 3. Ethical Standards Application in Teaching Practice****Objective:**

To help students understand how ethical standards guide professional teaching practice.

**Instructions:**

Explain how teachers should apply ethical standards in the following situations. Each explanation must be written in **4–6 sentences**.

Situations:

1. Evaluating student performance
2. Maintaining confidentiality
3. Treating students fairly
4. Maintaining professional boundaries
5. Communicating with students and parents

**Guidance:**

Explain:

- ethical responsibility,
- ethical professional behavior,
- importance of ethical standards,
- impact on students.

Example:

Teachers must evaluate students fairly and objectively. Unfair grading violates ethical standards and damages trust.

**Expected Outcome:**

Students will be able to:

- apply ethical standards in teaching,
- analyze professional ethical behavior,
- develop professional competence,
- understand ethical professionalism.

**Exercise 4. Group Discussion and Ethical Professionalism**

**Reflection**

**Objective:**

To develop students' understanding of ethical professionalism and professional standards.

**Instructions:**

Discuss the following questions in groups (3–5 students). Each student must actively participate.

Discussion Questions:

1. Why are ethical standards essential in teaching?
2. How do ethical codes protect students?
3. What happens if teachers violate ethical standards?
4. How do ethical standards improve professional competence?
5. How do ethical codes build public trust?

Each group must prepare a **3–5 minute presentation** explaining their ideas.

**Guidance:**

Students should:

- provide examples,
- analyze ethical responsibility,
- reflect on professional ethics,
- discuss ethical professionalism.

**Expected Outcome:**

Students will be able to:

- develop ethical awareness,

- understand ethical professionalism,
- improve professional ethical judgment,
- strengthen ethical reasoning.

**Exercise 5. Academic Writing Task (Ethical Standards in Teaching)**

**Objective:**

To develop academic writing skills and understanding of ethical standards.

**Instructions:**

Write a paragraph of **150–200 words** on the topic:

**“The Role of Ethical Standards and Codes in Teaching Profession”**

Your paragraph must include:

- definition of ethical standards,
- importance in teaching,
- example from professional practice,
- impact on students and professional trust,
- conclusion explaining importance.

**Writing Structure:**

Introduction:

Define ethical standards.

Body:

Explain importance and example.

Conclusion:

Explain importance in professional teaching.

Example opening sentence:

Ethical standards are essential guidelines that help teachers maintain professional responsibility and integrity.

**Expected Outcome:**

Students will be able to:

- write academically,
- explain ethical standards clearly,
- demonstrate ethical understanding,

- develop professional ethical competence.

## **Seminar lesson 7. Learning to Create an Ethical Culture.**

### **Ethical Knowledge as Professionalism: Extending the Community**

Ethical culture in education refers to a system of shared values, moral principles, and professional behavior that guides teachers and students. Ethical culture promotes fairness, respect, integrity, responsibility, and professionalism. Teachers play a key role in creating ethical environments that support both academic and moral development.

#### **Exercise 1. Concept Definition and Ethical Culture Analysis**

##### **Objective:**

To develop students' understanding of ethical culture and ethical professionalism in education.

##### **Instructions:**

Define and explain the following concepts. Each explanation must be written in **4–6 sentences** and include:

- definition of the concept,
- its importance in education,
- its impact on teacher professionalism,
- and one classroom example.

##### **Concepts:**

- Ethical culture
- Ethical professionalism
- Ethical knowledge
- Professional responsibility
- Ethical awareness

##### **Guidance:**

Consider the following questions:

- What is ethical culture in education?
- How does ethical culture influence teaching?
- How does ethical knowledge improve professionalism?

##### **Example (Ethical culture – model):**

Ethical culture refers to shared values and ethical principles that guide professional behavior. In education, ethical culture promotes

fairness, respect, and integrity. For example, teachers who treat students equally contribute to ethical culture.

**Expected Outcome:**

Students will be able to:

- understand ethical culture concepts,
- explain ethical professionalism,
- apply ethical terminology,
- understand importance of ethical environment.

**Exercise 2. Ethical Case Study Analysis (Creating Ethical Environment)**

**Objective:**

To develop students' ability to analyze ethical culture and professional ethical responsibility.

**Situation:**

A teacher notices that some students are excluded and ignored by others. The teacher does not intervene and allows the behavior to continue.

**Instructions:**

Answer the following questions in **5–7 sentences each**:

1. What ethical problem exists in this situation?
2. How does this situation affect ethical culture in the classroom?
3. What are the consequences for students?
4. What should the teacher do to create an ethical environment?
5. How does ethical culture influence student development?

**Guidance:**

Consider ethical principles such as:

- fairness,
- respect,
- inclusion,
- responsibility,
- professionalism.

**Expected Outcome:**

Students will be able to:

- analyze ethical culture problems,
- understand teacher responsibility,
- evaluate ethical consequences,
- develop ethical professionalism.

### **Exercise 3. Ethical Culture Application in Teaching Practice**

#### **Objective:**

To help students understand how teachers create ethical culture in educational environments.

#### **Instructions:**

Explain how teachers promote ethical culture through the following actions. Each explanation must be written in **4–6 sentences**.

Actions:

1. Treating students equally
2. Promoting respect and dignity
3. Demonstrating ethical behavior
4. Encouraging ethical decision-making
5. Creating inclusive classroom environment

#### **Guidance:**

Explain:

- ethical responsibility,
- impact on student behavior,
- importance of ethical professionalism.

Example:

Treating students equally promotes fairness and ethical culture. Students learn respect and justice.

#### **Expected Outcome:**

Students will be able to:

- apply ethical culture principles,
- understand ethical professionalism,
- analyze teacher ethical influence,
- develop ethical competence.

## **Exercise 4. Group Discussion and Ethical Professionalism Reflection**

### **Objective:**

To develop students' ethical awareness and understanding of ethical professionalism.

### **Instructions:**

Discuss the following questions in groups (3–5 students). Each student must actively participate.

#### Discussion Questions:

1. Why is ethical culture important in education?
2. How do teachers create ethical culture?
3. How does ethical professionalism improve teaching quality?
4. How does ethical culture influence student behavior?
5. How does ethical environment promote professional integrity?

Each group must prepare a **3–5 minute presentation**.

### **Guidance:**

Students should:

- provide examples,
- reflect on professional responsibility,
- analyze ethical professionalism,
- discuss ethical culture.

### **Expected Outcome:**

Students will be able to:

- develop ethical awareness,
- understand ethical professionalism,
- improve professional competence,
- strengthen ethical reasoning.

## **Exercise 5. Academic Writing Task (Ethical Culture and Professionalism)**

### **Objective:**

To develop academic writing skills and ethical professionalism understanding.

### **Instructions:**

Write a paragraph of **150–200 words** on the topic:

**“The Importance of Ethical Culture in Teaching Profession”**

Your paragraph must include:

- definition of ethical culture,
- importance in education,
- example from teaching practice,
- impact on students and teachers,
- conclusion explaining importance.

**Writing Structure:**

Introduction:

Define ethical culture.

Body:

Explain importance and example.

Conclusion:

Explain importance of ethical professionalism.

Example opening sentence:

Ethical culture is an essential component of professional teaching because it promotes fairness, respect, and integrity.

**Expected Outcome:**

Students will be able to:

- write academically,
- explain ethical culture clearly,
- demonstrate ethical understanding,
- develop professional ethical competence.

**Seminar lesson 8. Using Ethical Knowledge to Inform Practice.**

Ethical knowledge is essential for effective teaching practice. It helps teachers make responsible decisions, maintain professional integrity, and promote fairness and respect. Ethical professionalism requires teachers to apply ethical principles in real classroom situations and continuously reflect on their professional conduct.

## **Exercise 1. Concept Definition and Ethical Professionalism Analysis**

### **Objective:**

To develop students' understanding of ethical knowledge and ethical professionalism in teaching practice.

### **Instructions:**

Define and explain the following concepts. Each explanation must be written in **4–6 sentences** and include:

- definition of the concept,
- its importance in teaching practice,
- its impact on teacher professionalism,
- and one classroom example.

Concepts:

- Ethical knowledge
- Ethical professionalism
- Ethical competence
- Professional integrity
- Reflective practice

### **Guidance:**

Consider the following questions:

- How does ethical knowledge influence teaching?
- Why is ethical professionalism important?
- How does reflection improve ethical competence?

Example (Reflective practice – model):

Reflective practice is the process of analyzing and evaluating one's professional actions and decisions. Teachers use reflection to improve their ethical and professional behavior. For example, a teacher who reflects on unfair grading can improve their ethical practice.

### **Expected Outcome:**

Students will be able to:

- understand ethical professionalism concepts,
- explain ethical competence,
- apply ethical terminology,

- understand importance of ethical reflection.

## **Exercise 2. Ethical Case Study Analysis (Applying Ethical Knowledge)**

### **Objective:**

To develop students' ability to apply ethical knowledge in real teaching situations.

### **Situation:**

A student shares personal and confidential information with the teacher. The teacher must decide whether to keep the information confidential or share it with school administration.

### **Instructions:**

Answer the following questions in **5–7 sentences each**:

1. What ethical principles are involved in this situation?
2. Why is confidentiality important in teaching?
3. What are the possible consequences of sharing or not sharing the information?
4. What is the most ethical decision?
5. How does ethical knowledge help the teacher make the right decision?

### **Guidance:**

Consider ethical principles such as:

- confidentiality,
- responsibility,
- professional integrity,
- student protection,
- ethical professionalism.

### **Expected Outcome:**

Students will be able to:

- apply ethical knowledge,
- analyze ethical situations,
- develop ethical reasoning,
- understand professional ethical responsibility.

### **Exercise 3. Ethical Professionalism in Teaching Practice**

#### **Objective:**

To help students understand how ethical professionalism improves teaching practice.

#### **Instructions:**

Explain how teachers demonstrate ethical professionalism in the following situations. Each explanation must be written in **4–6 sentences**.

#### **Situations:**

1. Fair evaluation of students
2. Respectful communication
3. Maintaining confidentiality
4. Professional decision-making
5. Managing classroom conflicts ethically

#### **Guidance:**

##### **Explain:**

- ethical responsibility,
- professional ethical behavior,
- impact on student development,
- importance of ethical competence.

##### **Example:**

Fair evaluation demonstrates ethical professionalism. Teachers must evaluate students objectively.

#### **Expected Outcome:**

Students will be able to:

- apply ethical professionalism principles,
- understand ethical competence,
- analyze professional ethical behavior,
- develop professional competence.

### **Exercise 4. Group Discussion and Ethical Reflection**

#### **Objective:**

To develop students' ethical awareness and reflective professional thinking.

**Instructions:**

Discuss the following questions in groups (3–5 students). Each student must participate actively.

**Discussion Questions:**

1. Why is ethical knowledge important for teachers?
2. How does ethical professionalism improve teaching quality?
3. How does reflection improve ethical competence?
4. How does ethical teaching influence student development?
5. How can teachers improve their ethical professionalism?

Each group must prepare a **3–5 minute presentation**.

**Guidance:**

Students should:

- provide examples,
- analyze ethical professionalism,
- reflect on professional responsibility,
- discuss ethical competence.

**Expected Outcome:**

Students will be able to:

- develop ethical awareness,
- improve ethical reasoning,
- strengthen professional competence,
- understand ethical professionalism.

**Exercise 5. Academic Writing Task (Ethical Professionalism in Practice)****Objective:**

To develop academic writing skills and ethical professionalism understanding.

**Instructions:**

Write a paragraph of **150–200 words** on the topic:

**“The Role of Ethical Knowledge in Professional Teaching Practice”**

Your paragraph must include:

- definition of ethical knowledge,

- importance in teaching,
- example from classroom practice,
- impact on teacher professionalism,
- conclusion explaining importance.

**Writing Structure:**

Introduction:

Define ethical knowledge.

Body:

Explain importance and example.

Conclusion:

Explain importance of ethical professionalism.

Example opening sentence:

Ethical knowledge is essential for teachers because it helps them make responsible and professional decisions.

**Expected Outcome:**

Students will be able to:

- write academically,
- explain ethical professionalism clearly,
- demonstrate ethical reasoning,
- develop professional ethical competence.

**Seminar lesson 9. The Ethical Teacher: A Concluding Statement**

The ethical teacher represents the highest level of professional and moral development in education. Ethical teachers demonstrate integrity, fairness, responsibility, respect, and professional competence. They serve as moral role models, guide students' ethical development, and contribute to the creation of ethical educational environments.

**Exercise 1. Concept Definition and Ethical Teacher Analysis**

**Objective:**

To develop students' understanding of the ethical teacher as a professional and moral leader.

**Instructions:**

Define and explain the following concepts. Each explanation must be written in **4–6 sentences** and include:

- definition of the concept,
- its importance in teaching profession,
- its impact on students and educational environment,
- and one classroom example.

Concepts:

- Ethical teacher
- Ethical leadership
- Professional integrity
- Moral responsibility
- Professional competence

**Guidance:**

Consider the following questions:

- What makes a teacher ethical?
- Why is ethical leadership important?
- How does ethical behavior influence students?

Example (Ethical teacher – model):

An ethical teacher is a professional who follows moral principles and demonstrates fairness, honesty, and responsibility. Ethical teachers treat students equally and promote ethical values. For example, a teacher who evaluates students fairly demonstrates ethical professionalism.

**Expected Outcome:**

Students will be able to:

- understand ethical teacher concepts,
- explain ethical leadership,
- apply ethical terminology,
- understand ethical professionalism.

**Exercise 2. Ethical Case Study Analysis (Ethical Teacher in Practice)****Objective:**

To develop students' ability to analyze ethical teaching behavior.

**Situation:**

A teacher discovers that a student cheated on an important exam. The teacher must decide how to respond ethically while supporting the student's development.

**Instructions:**

Answer the following questions in **5–7 sentences each**:

1. What ethical principles are involved in this situation?
2. What is the teacher's moral responsibility?
3. How should the teacher respond ethically?
4. How does ethical response support student development?
5. How does ethical behavior maintain professional integrity?

**Guidance:**

Consider ethical principles such as:

- fairness,
- responsibility,
- integrity,
- professional ethics,
- student development.

**Expected Outcome:**

Students will be able to:

- analyze ethical teaching situations,
- understand ethical responsibility,
- apply ethical decision-making,
- develop ethical professionalism.

**Exercise 3. Ethical Teacher Professional Competence Analysis****Objective:**

To help students understand the professional and ethical competence of teachers.

**Instructions:**

Explain how ethical teachers demonstrate professionalism in the following areas. Each explanation must be written in **4–6 sentences**.

Areas:

1. Fair and objective evaluation

2. Respectful communication
3. Ethical decision-making
4. Professional responsibility
5. Moral leadership

**Guidance:**

Explain:

- ethical responsibility,
- professional competence,
- impact on student development,
- importance of ethical teaching.

Example:

Ethical teachers evaluate students fairly and objectively. This builds trust and promotes fairness.

**Expected Outcome:**

Students will be able to:

- understand ethical professionalism,
- analyze teacher ethical competence,
- apply ethical teaching principles,
- develop professional competence.

**Exercise 4. Group Discussion and Ethical Self-Reflection**

**Objective:**

To develop students' ethical awareness and professional identity.

**Instructions:**

Discuss the following questions in groups (3–5 students). Each student must actively participate.

Discussion Questions:

1. What qualities define an ethical teacher?
2. Why is ethical professionalism essential in teaching?
3. How does ethical teaching influence society?
4. How can teachers develop ethical competence?
5. How does ethical leadership improve education quality?

Each group must prepare a **3–5 minute presentation** explaining their ideas.

**Guidance:**

Students should:

- provide examples,
- reflect on ethical professionalism,
- analyze professional responsibility,
- discuss ethical leadership.

**Expected Outcome:**

Students will be able to:

- develop ethical awareness,
- improve ethical reasoning,
- strengthen professional identity,
- understand ethical teaching importance.

**Exercise 5. Academic Writing Task (Ethical Teacher and Professional Identity)****Objective:**

To develop academic writing skills and professional ethical awareness.

**Instructions:**

Write a paragraph of **150–200 words** on the topic:

**“The Ethical Teacher as a Professional and Moral Leader”**

Your paragraph must include:

- definition of ethical teacher,
- importance of ethical professionalism,
- example from teaching practice,
- impact on students and society,
- conclusion explaining importance.

**Writing Structure:**

Introduction:

Define ethical teacher.

Body:

Explain professional and ethical importance with example.

Conclusion:

Explain importance of ethical leadership.

Example opening sentence:

An ethical teacher is not only a professional educator but also a moral leader who influences students' academic and ethical development.

**Expected Outcome:**

Students will be able to:

- write academically,
- explain ethical teacher role clearly,
- demonstrate ethical reasoning,
- develop professional ethical competence.

## TESTS

1. Professional ethics refers to:
  - A. personal emotions
  - B. moral standards in professional activity
  - C. technical knowledge
  - D. social hobbies
  
2. Morality regulates:
  - A. financial systems
  - B. ethical values and behavior
  - C. technology only
  - D. physical strength
  
3. Teachers influence students':
  - A. only grades
  - B. moral and intellectual development
  - C. income
  - D. health only
  
4. According to John Dewey, education develops:
  - A. only academic skills
  - B. moral reasoning and responsibility
  - C. business skills
  - D. physical skills
  
5. Ethical teachers must show:
  - A. favoritism
  - B. fairness
  - C. bias
  - D. anger
  
6. Ethical behavior increases:
  - A. fear
  - B. trust
  - C. confusion
  - D. competition

7. Honesty in teaching promotes:

- A. distrust
- B. student trust
- C. failure
- D. discipline problems

8. Ethical decision-making involves:

- A. guessing
- B. analyzing options
- C. ignoring problems
- D. avoiding decisions

9. Professional ethics guides:

- A. moral behavior
- B. emotional reactions
- C. physical actions only
- D. academic results only

10. Ethical teachers protect students':

- A. money
- B. personal data
- C. phones
- D. homework only

11. Ethical teaching principle question:

- A. correct ethical action
- B. unethical action
- C. neutral action
- D. irrelevant action

12. Ethical teaching principle question:

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## ANSWER KEY

<b>1-B</b>	<b>26-A</b>	<b>51-A</b>	<b>76-A</b>
<b>2-B</b>	<b>27-B</b>	<b>52-A</b>	<b>77-A</b>
<b>3-B</b>	<b>28-A</b>	<b>53-A</b>	<b>78-A</b>
<b>4-B</b>	<b>29-A</b>	<b>54-A</b>	<b>79-A</b>
<b>5-B</b>	<b>30-A</b>	<b>55-A</b>	<b>80-A</b>
<b>6-B</b>	<b>31-A</b>	<b>56-A</b>	<b>81-A</b>
<b>7-B</b>	<b>32-A</b>	<b>57-A</b>	<b>82-A</b>
<b>8-B</b>	<b>33-A</b>	<b>58-A</b>	<b>83-A</b>
<b>9-A</b>	<b>34-A</b>	<b>59-A</b>	<b>84-A</b>
<b>10-B</b>	<b>35-A</b>	<b>60-A</b>	<b>85-A</b>
<b>11-A</b>	<b>36-A</b>	<b>61-A</b>	<b>86-A</b>
<b>12-B</b>	<b>37-A</b>	<b>62-A</b>	<b>87-A</b>
<b>13-A</b>	<b>38-A</b>	<b>63-A</b>	<b>88-A</b>
<b>14-A</b>	<b>39-A</b>	<b>64-A</b>	<b>89-A</b>
<b>15-B</b>	<b>40-A</b>	<b>65-A</b>	<b>90-A</b>
<b>16-A</b>	<b>41-A</b>	<b>66-A</b>	<b>91-A</b>
<b>17-A</b>	<b>42-A</b>	<b>67-A</b>	<b>92-A</b>
<b>18-B</b>	<b>43-A</b>	<b>68-A</b>	<b>93-A</b>
<b>19-B</b>	<b>44-A</b>	<b>69-A</b>	<b>94-A</b>
<b>20-A</b>	<b>45-A</b>	<b>70-A</b>	<b>95-A</b>
<b>21-B</b>	<b>46-A</b>	<b>71-A</b>	<b>96-A</b>
<b>22-A</b>	<b>47-A</b>	<b>72-A</b>	<b>97-A</b>
<b>23-A</b>	<b>48-A</b>	<b>73-A</b>	<b>98-A</b>
<b>24-B</b>	<b>49-A</b>	<b>74-A</b>	<b>99-A</b>
<b>25-B</b>	<b>50-A</b>	<b>75-A</b>	<b>100-A</b>

## GLOSSARY

Atamaning o‘zbek tilida nomlanishi	Atamaning ingliz tilida nomlanishi	Atamaning rus tilida nomlanishi	Izoh
Adab	Etiquette	ЭТИКЕТ	Adab – insonning jamiyatdagi xulq-atvori va muomala madaniyatini belgilovchi axloqiy qoidalar majmui.
Adolat	Justice	СПРАВЕДЛИВОСТЬ	Adolat – jamiyatda tenglik, haqqoniylik va qonun ustuvorligini ta’minlovchi muhim axloqiy tamoyildir.
Adolatlilik	Fairness	СПРАВЕДЛИВОСТЬ	Adolatlilik – barcha insonlarga nisbatan xolis va teng munosabatda bo‘lish fazilatidir.
Aksiologiya	Axiology	АКСИОЛОГИЯ	Aksiologiya – Qadriyatlarining mohiyati va ahamiyatini o‘rganuvchi falsafiy yo‘nalishdir.
Andisha	Consideration	ОСМОТРИТЕЛЬНОСТЬ	Andisha – har bir ishni o‘ylab, ehtiyotkorlik bilan amalga oshirish xususiyatidir.
Axloqiy madaniyat	Ethical culture	ЭТИЧЕСКАЯ КУЛЬТУРА	Axloqiy madaniyat – jamiyat va shaxs faoliyatida shakllangan ma’naviy hamda axloqiy qadriyatlar tizimi bilan bog‘liq

			bo‘lgan tushuncha va ko‘nikmalar tizimidir.
Axloqiy mas’uliyat	Ethical responsibility	Этическая ответственность	Axloqiy mas’uliyat – o‘z faoliyati va qarorlari uchun javob bera olish qobiliyati bilan bog‘liq bo‘lgan tushuncha va ko‘nikmalar tizimidir.
Axloqiy kompetensiya	Ethical competence	Этическая компетенция	Axloqiy kompetensiya – muayyan sohada samarali faoliyat olib borish uchun zarur bilim va ko‘nikmalar majmui bilan bog‘liq bo‘lgan tushuncha va ko‘nikmalar tizimidir.
Axloqiy qadriyat	Ethical value	Этическая ценность	Axloqiy qadriyat – inson va jamiyat uchun muhim bo‘lgan ma’naviy mezon bilan bog‘liq bo‘lgan tushuncha va ko‘nikmalar tizimidir.
Axloqiy muloqot	Ethical communication	Этическая общение	Axloqiy muloqot – insonlar o‘rtasidagi axborot almashinuvi jarayoni bilan bog‘liq bo‘lgan tushuncha va ko‘nikmalar tizimidir.
Axloqiy taraqqiyot	Ethical development	Этическая развитие	Axloqiy taraqqiyot – rivojlanish va takomillashishga yo‘naltilgan jarayon bilan bog‘liq bo‘lgan tushuncha va ko‘nikmalar tizimidir.

Axloqiy yondashuv	Ethical approach	Этическая подход	Axloqiy yondashuv – muammoni hal etishda qo‘llaniladigan usul va tamoyillar tizimi bilan bog‘liq bo‘lgan tushuncha va ko‘nikmalar tizimidir.
Axloqiy fikrlash	Ethical thinking	Этическая мышление	Axloqiy fikrlash – voqelikni tafakkur orqali anglash jarayoni bilan bog‘liq bo‘lgan tushuncha va ko‘nikmalar tizimidir.
Kasbiy madaniyat	Professional culture	Профессиональная культура	Kasbiy madaniyat – jamiyat va shaxs faoliyatida shakllangan ma’naviy hamda axloqiy qadriyatlar tizimi bilan bog‘liq bo‘lgan tushuncha va ko‘nikmalar tizimidir.
Kasbiy mas’uliyat	Professional responsibility	Профессиональная ответственность	Kasbiy mas’uliyat – o‘z faoliyati va qarorlari uchun javob bera olish qobiliyati bilan bog‘liq bo‘lgan tushuncha va ko‘nikmalar tizimidir.
Kasbiy kompetensiya	Professional competence	Профессиональная компетенция	Kasbiy kompetensiya – muayyan sohada samarali faoliyat olib borish uchun zarur bilim va ko‘nikmalar majmui bilan bog‘liq bo‘lgan tushuncha va ko‘nikmalar tizimidir.

Kasbiy qadriyat	Professional value	Профессиональная ценность	Kasbiy qadriyat – inson va jamiyat uchun muhim bo‘lgan ma’naviy mezon bilan bog‘liq bo‘lgan tushuncha va ko‘nikmalar tizimidir.
Kasbiy muloqot	Professional communication	Профессиональная общение	Kasbiy muloqot – insonlar o‘rtasidagi axborot almashinuvi jarayoni bilan bog‘liq bo‘lgan tushuncha va ko‘nikmalar tizimidir.
Kasbiy taraqqiyot	Professional development	Профессиональная развитие	Kasbiy taraqqiyot – rivojlanish va takomillashishga yo‘naltirilgan jarayon bilan bog‘liq bo‘lgan tushuncha va ko‘nikmalar tizimidir.
Kasbiy yondashuv	Professional approach	Профессиональная подход	Kasbiy yondashuv – muammoni hal etishda qo‘llaniladigan usul va tamoyillar tizimi bilan bog‘liq bo‘lgan tushuncha va ko‘nikmalar tizimidir.
Kasbiy fikrlash	Professional thinking	Профессиональная мышление	Kasbiy fikrlash – voqelikni tafakkur orqali anglash jarayoni bilan bog‘liq bo‘lgan tushuncha va ko‘nikmalar tizimidir.
Kasbiy hamkorlik	Professional cooperation	Профессиональная сотрудничество	Kasbiy hamkorlik – birgalikda faoliyat olib borishga asoslangan munosabat bilan bog‘liq bo‘lgan tushuncha

			va ko‘nik-malar tizimidir.
Kasbiy tarbiya	Professional education	Профессиональная воспитание	Kasbiy tarbiya – shaxsni ma’naviy va axloqiy jihatdan shakllantirish jarayoni bilan bog‘liq bo‘lgan tushuncha va ko‘nikmalar tizimidir.
Kasbiy liderlik	Professional leadership	Профессиональная лидерство	Kasbiy liderlik – jamoani boshqarish va yo‘naltirish qobiliyati bilan bog‘liq bo‘lgan tushuncha va ko‘nikmalar tizimidir.
Kasbiy motivatsiya	Professional motivation	Профессиональная мотивация	Kasbiy motivatsiya – faoliyatga undovchi ichki va tashqi omillar yig‘indisi bilan bog‘liq bo‘lgan tushuncha va ko‘nikmalar tizimidir.
Kasbiy tafakkur	Professional mindset	Профессиональная мышление	Kasbiy tafakkur – fikr yuritish va tahlil qilish qobiliyati bilan bog‘liq bo‘lgan tushuncha va ko‘nikmalar tizimidir.
Kasbiy tajriba	Professional experience	Профессиональная опыт	Kasbiy tajriba – amaliy faoliyat davomida orttirilgan bilim va ko‘nikmalar bilan bog‘liq bo‘lgan tushuncha va ko‘nikmalar tizimidir.
Kasbiy bilim	Professional knowledge	Профессиональная знание	Kasbiy bilim – o‘rganish va tajriba asosida shakllangan tushunchalar tizimi

			bilan bog‘liq bo‘lgan tushuncha va ko‘nikmalar tizimidir.
Kasbiy odob	Professional etiquette	Профессиональная этикет	Kasbiy odob – jamiyatda qabul qilingan xulq-atvor qoidalari bilan bog‘liq bo‘lgan tushuncha va ko‘nikmalar tizimidir.
Kasbiy vijdon	Professional conscience	Профессиональная совесть	Kasbiy vijdon – insonning ichki axloqiy nazorat hissi bilan bog‘liq bo‘lgan tushuncha va ko‘nikmalar tizimidir.
Kasbiy intizom	Professional discipline	Профессиональная дисциплина	Kasbiy intizom – belgilangan tartib va qoidalarga rioya qilish odati bilan bog‘liq bo‘lgan tushuncha va ko‘nikmalar tizimidir.
Kasbiy fazilat	Professional virtue	Профессиональная добродетель	Kasbiy fazilat – insonning ijobiy axloqiy sifati bilan bog‘liq bo‘lgan tushuncha va ko‘nikmalar tizimidir.
Kasbiy salohiyat	Professional potential	Профессиональная потенциал	Kasbiy salohiyat – mavjud imkoniyat va qobiliyatlar majmui bilan bog‘liq bo‘lgan tushuncha va ko‘nikmalar tizimidir.
Kasbiy rivojlanish	Professional growth	Профессиональная развитие	Kasbiy rivojlanish – yangilanish va takomillashuv jarayoni bilan bog‘liq bo‘lgan

			tushuncha va ko‘nikmalar tizimidir.
Kasbiy tahlil	Professional analysis	Профессиональная анализ	Kasbiy tahlil – ma’lumotlarni chuqur o‘rganish va baholash usuli bilan bog‘liq bo‘lgan tushuncha va ko‘nikmalar tizimidir.
Kasbiy baholash	Professional evaluation	Профессиональная оценка	Kasbiy baholash – faoliyat yoki natijani mezon asosida aniqlash jarayoni bilan bog‘liq bo‘lgan tushuncha va ko‘nikmalar tizimidir.
Kasbiy ijodkorlik	Professional creativity	Профессиональная творчество	Kasbiy ijodkorlik – yangi g‘oya va yechimlar yaratish qobiliyati bilan bog‘liq bo‘lgan tushuncha va ko‘nikmalar tizimidir.
Kasbiy strategiya	Professional strategy	Профессиональная стратегия	Kasbiy strategiya – maqsadga erishish uchun ishlab chiqilgan reja bilan bog‘liq bo‘lgan tushuncha va ko‘nikmalar tizimidir.
Ijtimoiy madaniyat	Social culture	Социальная культура	Ijtimoiy madaniyat – jamiyat va shaxs faoliyatida shakllangan ma’naviy hamda axloqiy qadriyatlar tizimi bilan bog‘liq bo‘lgan tushuncha va ko‘nikmalar tizimidir.
Ijtimoiy mas’uliyat	Social responsibility	Социальная ответственность	Ijtimoiy mas’uliyat – o‘z faoliyati va qarorlari uchun javob

			bera olish qobiliyati bilan bog‘liq bo‘lgan tushuncha va ko‘nikmalar tizimidir.
Ijtimoiy qadriyat	Social value	Социальная ценность	Ijtimoiy qadriyat – inson va jamiyat uchun muhim bo‘lgan ma’naviy mezon bilan bog‘liq bo‘lgan tushuncha va ko‘nikmalar tizimidir.
Ijtimoiy muloqot	Social communication	Социальная общение	Ijtimoiy muloqot – insonlar o‘rtasidagi axborot almashinuvi jarayoni bilan bog‘liq bo‘lgan tushuncha va ko‘nikmalar tizimidir.
Ijtimoiy taraqqiyot	Social development	Социальная развитие	Ijtimoiy taraqqiyot – rivojlanish va takomillashishga yo‘naltirilgan jarayon bilan bog‘liq bo‘lgan tushuncha va ko‘nikmalar tizimidir.
Ijtimoiy yondashuv	Social approach	Социальная подход	Ijtimoiy yondashuv – muammoni hal etishda qo‘llaniladigan usul va tamoyillar tizimi bilan bog‘liq bo‘lgan tushuncha va ko‘nikmalar tizimidir.
Ijtimoiy intizom	Social discipline	Социальная дисциплина	Ijtimoiy intizom – belgilangan tartib va qoidalarga rioya qilish odati bilan bog‘liq bo‘lgan tushuncha va ko‘nikmalar tizimidir.

Ijtimoiy fazilat	Social virtue	Социальная добродетель	Ijtimoiy fazilat – insonning ijobiy axloqiy sifati bilan bog‘liq bo‘lgan tushuncha va ko‘nikmalar tizimidir.
Ijtimoiy salohiyat	Social potential	Социальная потенциал	Ijtimoiy salohiyat – mavjud imkoniyat va qobiliyatlar majmui bilan bog‘liq bo‘lgan tushuncha va ko‘nikmalar tizimidir.
Ijtimoiy ijtimoiylashuv	Social socialization	Социальная социализация	Ijtimoiy ijtimoiylashuv – shaxsning jamiyatga moslashish jarayoni bilan bog‘liq bo‘lgan tushuncha va ko‘nikmalar tizimidir.
Ijtimoiy rivojlanish	Social growth	Социальная развитие	Ijtimoiy rivojlanish – yangilanish va takomillashuv jarayoni bilan bog‘liq bo‘lgan tushuncha va ko‘nikmalar tizimidir.
Ijtimoiy tahlil	Social analysis	Социальная анализ	Ijtimoiy tahlil – ma’lumotlarni chuqur o‘rganish va baholash usuli bilan bog‘liq bo‘lgan tushuncha va ko‘nikmalar tizimidir.
Ijtimoiy baholash	Social evaluation	Социальная оценка	Ijtimoiy baholash – faoliyat yoki natijani mezon asosida aniqlash jarayoni bilan bog‘liq bo‘lgan tushuncha va ko‘nikmalar tizimidir.
Ijtimoiy mustaqillik	Social independence	Социальная независимость	Ijtimoiy mustaqillik – erkin qaror qabul

			qilish qobiliyati bilan bog‘liq bo‘lgan tushuncha va ko‘nikmalar tizimidir.
Ijtimoiy ijodkorlik	Social creativity	Социальная творчество	Ijtimoiy ijodkorlik – yangi g‘oya va yechimlar yaratish qobiliyati bilan bog‘liq bo‘lgan tushuncha va ko‘nikmalar tizimidir.
Ijtimoiy strategiya	Social strategy	Социальная стратегия	Ijtimoiy strategiya – maqsadga erishish uchun ishlab chiqilgan reja bilan bog‘liq bo‘lgan tushuncha va ko‘nikmalar tizimidir.
Ijtimoiy faoliyat	Social activity	Социальная деятельность	Ijtimoiy faoliyat – ma’lum maqsadga qaratilgan amaliy harakatlar tizimi bilan bog‘liq bo‘lgan tushuncha va ko‘nikmalar tizimidir.
Ijtimoiy muammo	Social problem	Социальная проблема	Ijtimoiy muammo – hal etilishi zarur bo‘lgan murakkab masala bilan bog‘liq bo‘lgan tushuncha va ko‘nikmalar tizimidir.
Ma’naviy madaniyat	Spiritual culture	Духовная культура	Ma’naviy madaniyat – jamiyat va shaxs faoliyatida shakllangan ma’naviy hamda axloqiy qadriyatlar tizimi bilan bog‘liq bo‘lgan tushuncha va ko‘nikmalar tizimidir.

Ma'naviy mas'uliyat	Spiritual responsibility	Духовная ответственность	Ma'naviy mas'uliyat – o'z faoliyati va qarorlari uchun javob bera olish qobiliyati bilan bog'liq bo'lgan tushuncha va ko'nikmalar tizimidir.
Ma'naviy kompetensiya	Spiritual competence	Духовная компетенция	Ma'naviy kompetensiya – muayyan sohada samarali faoliyat olib borish uchun zarur bilim va ko'nikmalar majmui bilan bog'liq bo'lgan tushuncha va ko'nikmalar tizimidir.
Ma'naviy qadriyat	Spiritual value	Духовная ценность	Ma'naviy qadriyat – inson va jamiyat uchun muhim bo'lgan ma'naviy mezon bilan bog'liq bo'lgan tushuncha va ko'nikmalar tizimidir.
Ma'naviy muloqot	Spiritual communication	Духовная общение	Ma'naviy muloqot – insonlar o'rtasidagi axborot almashinuvi jarayoni bilan bog'liq bo'lgan tushuncha va ko'nikmalar tizimidir.
Ma'naviy taraqqiyot	Spiritual development	Духовная развитие	Ma'naviy taraqqiyot – rivojlanish va takomillashishga yo'naltirilgan jarayon bilan bog'liq bo'lgan tushuncha va ko'nikmalar tizimidir.
Ma'naviy yondashuv	Spiritual approach	Духовная подход	Ma'naviy yondashuv – muammoni hal etishda

			qo‘llaniladigan usul va tamoyillar tizimi bilan bog‘liq bo‘lgan tushuncha va ko‘nikmalar tizimidir.
Ma‘naviy fikrlash	Spiritual thinking	Духовная мышление	Ma‘naviy fikrlash – voqelikni tafakkur orqali anglash jarayoni bilan bog‘liq bo‘lgan tushuncha va ko‘nikmalar tizimidir.
Ma‘naviy hamkorlik	Spiritual cooperation	Духовная сотрудничество	Ma‘naviy hamkorlik – birgalikda faoliyat olib borishga asoslangan munosabat bilan bog‘liq bo‘lgan tushuncha va ko‘nikmalar tizimidir.
Ma‘naviy tarbiya	Spiritual education	Духовная воспитание	Ma‘naviy tarbiya – shaxsni ma‘naviy va axloqiy jihatdan shakllantirish jarayoni bilan bog‘liq bo‘lgan tushuncha va ko‘nikmalar tizimidir.
Ma‘naviy motivatsiya	Spiritual motivation	Духовная мотивация	Ma‘naviy motivatsiya – faoliyatga undovchi ichki va tashqi omillar yig‘indisi bilan bog‘liq bo‘lgan tushuncha va ko‘nikmalar tizimidir.
Ma‘naviy faollik	Spiritual activity	Духовная активность	Ma‘naviy faollik – jarayonlarda faol ishtirok etish darajasi bilan bog‘liq bo‘lgan tushuncha va ko‘nikmalar tizimidir.

Ma'naviy bilim	Spiritual knowledge	Духовная знание	Ma'naviy bilim – o'rganish va tajriba asosida shakllangan tushunchalar tizimi bilan bog'liq bo'lgan tushuncha va ko'nikmalar tizimidir.
Ma'naviy odob	Spiritual etiquette	Духовная этикет	Ma'naviy odob – jamiyatda qabul qilingan xulq-atvor qoidalari bilan bog'liq bo'lgan tushuncha va ko'nikmalar tizimidir.
Ma'naviy vijdon	Spiritual conscience	Духовная совесть	Ma'naviy vijdon – insonning ichki axloqiy nazorat hissi bilan bog'liq bo'lgan tushuncha va ko'nikmalar tizimidir.
Ma'naviy intizom	Spiritual discipline	Духовная дисциплина	Ma'naviy intizom – belgilangan tartib va qoidalarga rioya qilish odati bilan bog'liq bo'lgan tushuncha va ko'nikmalar tizimidir.
Ma'naviy fazilat	Spiritual virtue	Духовная добродетель	Ma'naviy fazilat – insonning ijobiy axloqiy sifati bilan bog'liq bo'lgan tushuncha va ko'nikmalar tizimidir.
Ma'naviy rivojlanish	Spiritual growth	Духовная развитие	Ma'naviy rivojlanish – yangilanish va takomillashuv jarayoni bilan bog'liq bo'lgan tushuncha va ko'nikmalar tizimidir.

Ma'naviy tahlil	Spiritual analysis	Духовная анализ	Ma'naviy tahlil – ma'lumotlarni chuqur o'rganish va baholash usuli bilan bog'liq bo'lgan tushuncha va ko'nikmalar tizimidir.
Ma'naviy mustaqillik	Spiritual independence	Духовная независимость	Ma'naviy mustaqillik – erkin qaror qabul qilish qobiliyati bilan bog'liq bo'lgan tushuncha va ko'nikmalar tizimidir.
Ma'naviy ijodkorlik	Spiritual creativity	Духовная творчество	Ma'naviy ijodkorlik – yangi g'oya va yechimlar yaratish qobiliyati bilan bog'liq bo'lgan tushuncha va ko'nikmalar tizimidir.
Ma'naviy strategiya	Spiritual strategy	Духовная стратегия	Ma'naviy strategiya – maqsadga erishish uchun ishlab chiqilgan reja bilan bog'liq bo'lgan tushuncha va ko'nikmalar tizimidir.
Ma'naviy faoliyat	Spiritual activity	Духовная деятельность	Ma'naviy faoliyat – ma'lum maqsadga qaratilgan amaliy harakatlar tizimi bilan bog'liq bo'lgan tushuncha va ko'nikmalar tizimidir.
Ma'naviy muammo	Spiritual problem	Духовная проблема	Ma'naviy muammo – hal etilishi zarur bo'lgan murakkab masala bilan bog'liq bo'lgan tushuncha va ko'nikmalar tizimidir.

Madaniy madaniyat	Cultural culture	Культурная культура	Madaniy madaniyat – jamiyat va shaxs faoliyatida shakllangan ma’naviy hamda axloqiy qadriyatlar tizimi bilan bog‘liq bo‘lgan tushuncha va ko‘nikmalar tizimidir.
Madaniy mas’uliyat	Cultural responsibility	Культурная ответственность	Madaniy mas’uliyat – o‘z faoliyati va qarorlari uchun javob bera olish qobiliyati bilan bog‘liq bo‘lgan tushuncha va ko‘nikmalar tizimidir.
Madaniy muloqot	Cultural communication	Культурная общение	Madaniy muloqot – insonlar o‘rtasidagi axborot almashinuvi jarayoni bilan bog‘liq bo‘lgan tushuncha va ko‘nikmalar tizimidir.
Madaniy taraqqiyot	Cultural development	Культурная развитие	Madaniy taraqqiyot – rivojlanish va takomillashishga yo‘naltirilgan jarayon bilan bog‘liq bo‘lgan tushuncha va ko‘nikmalar tizimidir.
Madaniy yondashuv	Cultural approach	Культурная подход	Madaniy yondashuv – muammoni hal etishda qo‘llaniladigan usul va tamoyillar tizimi bilan bog‘liq bo‘lgan tushuncha va ko‘nikmalar tizimidir.
Madaniy fikrlash	Cultural thinking	Культурная мышление	Madaniy fikrlash – voqelikni tafakkur orqali anglash jarayoni

			bilan bog‘liq bo‘lgan tushuncha va ko‘nikmalar tizimidir.
Madaniy hamkorlik	Cultural cooperation	Культурная сотрудничество	Madaniy hamkorlik – birgalikda faoliyat olib borishga asoslangan munosabat bilan bog‘liq bo‘lgan tushuncha va ko‘nikmalar tizimidir.
Madaniy tarbiya	Cultural education	Культурная воспитание	Madaniy tarbiya – shaxsni ma’naviy va axloqiy jihatdan shakllantirish jarayoni bilan bog‘liq bo‘lgan tushuncha va ko‘nikmalar tizimidir.
Madaniy tafakkur	Cultural mindset	Культурная мышление	Madaniy tafakkur – fikr yuritish va tahlil qilish qobiliyati bilan bog‘liq bo‘lgan tushuncha va ko‘nikmalar tizimidir.
Madaniy faollik	Cultural activity	Культурная активность	Madaniy faollik – jarayonlarda faol ishtirok etish darajasi bilan bog‘liq bo‘lgan tushuncha va ko‘nikmalar tizimidir.
Madaniy tajriba	Cultural experience	Культурная опыт	Madaniy tajriba – amaliy faoliyat davomida orttirilgan bilim va ko‘nikmalar bilan bog‘liq bo‘lgan tushuncha va ko‘nikmalar tizimidir.
Madaniy bilim	Cultural knowledge	Культурная знание	Madaniy bilim – o‘rganish va tajriba

			asosida shakllangan tushunchalar tizimi bilan bog‘liq bo‘lgan tushuncha va ko‘nikmalar tizimidir.
Madaniy odob	Cultural etiquette	Культурная этикет	Madaniy odob – jamiyatda qabul qilingan xulq-atvor qoidalari bilan bog‘liq bo‘lgan tushuncha va ko‘nikmalar tizimidir.
Madaniy vijdon	Cultural conscience	Культурная совесть	Madaniy vijdon – insonning ichki axloqiy nazorat hissi bilan bog‘liq bo‘lgan tushuncha va ko‘nikmalar tizimidir.
Madaniy intizom	Cultural discipline	Культурная дисциплина	Madaniy intizom – belgilangan tartib va qoidalarga rioya qilish odati bilan bog‘liq bo‘lgan tushuncha va ko‘nikmalar tizimidir.
Madaniy fazilat	Cultural virtue	Культурная добродетель	Madaniy fazilat – insonning ijobiy axloqiy sifati bilan bog‘liq bo‘lgan tushuncha va ko‘nikmalar tizimidir.
Madaniy salohiyat	Cultural potential	Культурная потенциал	Madaniy salohiyat – mavjud imkoniyat va qobiliyatlar majmui bilan bog‘liq bo‘lgan tushuncha va ko‘nikmalar tizimidir.
Madaniy rivojlanish	Cultural growth	Культурная развитие	Madaniy rivojlanish – yangilanish va takomillashuv jarayoni bilan bog‘liq bo‘lgan

			tushuncha va ko‘nikmalar tizimidir.
Madaniy tahlil	Cultural analysis	Культурная анализ	Madaniy tahlil – ma’lumotlarni chuqur o‘rganish va baholash usuli bilan bog‘liq bo‘lgan tushuncha va ko‘nikmalar tizimidir.
Madaniy baholash	Cultural evaluation	Культурная оценка	Madaniy baholash – faoliyat yoki natijani mezon asosida aniqlash jarayoni bilan bog‘liq bo‘lgan tushuncha va ko‘nikmalar tizimidir.
Madaniy mustaqillik	Cultural independence	Культурная независимость	Madaniy mustaqillik – erkin qaror qabul qilish qobiliyati bilan bog‘liq bo‘lgan tushuncha va ko‘nikmalar tizimidir.
Madaniy ijodkorlik	Cultural creativity	Культурная творчество	Madaniy ijodkorlik – yangi g‘oya va yechimlar yaratish qobiliyati bilan bog‘liq bo‘lgan tushuncha va ko‘nikmalar tizimidir.
Madaniy strategiya	Cultural strategy	Культурная стратегия	Madaniy strategiya – maqsadga erishish uchun ishlab chiqilgan reja bilan bog‘liq bo‘lgan tushuncha va ko‘nikmalar tizimidir.
Madaniy faoliyat	Cultural activity	Культурная деятельность	Madaniy faoliyat – ma’lum maqsadga qaratilgan amaliy harakatlar tizimi bilan bog‘liq bo‘lgan tu-

			shuncha va ko‘nikmalar tizimidir.
Madaniy muammo	Cultural problem	Культурная проблема	Madaniy muammo – hal etilishi zarur bo‘lgan murakkab masala bilan bog‘liq bo‘lgan tushuncha va ko‘nikmalar tizimidir.
Pedagogik madaniyat	Pedagogical culture	Педагогическая культура	Pedagogik madaniyat – jamiyat va shaxs faoliyatida shakllangan ma’naviy hamda axloqiy qadriyatlar tizimi bilan bog‘liq bo‘lgan tushuncha va ko‘nikmalar tizimidir.
Pedagogik mas’uliyat	Pedagogical responsibility	Педагогическая ответственность	Pedagogik mas’uliyat – o‘z faoliyati va qarorlari uchun javob bera olish qobiliyati bilan bog‘liq bo‘lgan tushuncha va ko‘nikmalar tizimidir.
Pedagogik kompetensiya	Pedagogical competence	Педагогическая компетенция	Pedagogik kompetensiya – muayyan sohada samarali faoliyat olib borish uchun zarur bilim va ko‘nikmalar majmui bilan bog‘liq bo‘lgan tushuncha va ko‘nikmalar tizimidir.
Pedagogik qadriyat	Pedagogical value	Педагогическая ценность	Pedagogik qadriyat – inson va jamiyat uchun muhim bo‘lgan ma’naviy mezon bilan bog‘liq bo‘lgan

			tushuncha va ko'nikmalar tizimidir.
Pedagogik muloqot	Pedagogical communication	Педагогическая общение	Pedagogik muloqot – insonlar o'rtasidagi axborot almashinuvi jarayoni bilan bog'liq bo'lgan tushuncha va ko'nikmalar tizimidir.
Pedagogik taraqqiyot	Pedagogical development	Педагогическая развитие	Pedagogik taraqqiyot – rivojlanish va takomillashishga yo'naltirilgan jarayon bilan bog'liq bo'lgan tushuncha va ko'nikmalar tizimidir.
Pedagogik yondashuv	Pedagogical approach	Педагогическая подход	Pedagogik yondashuv – muammoni hal etishda qo'llaniladigan usul va tamoyillar tizimi bilan bog'liq bo'lgan tushuncha va ko'nikmalar tizimidir.
Pedagogik fikrlash	Pedagogical thinking	Педагогическая мышление	Pedagogik fikrlash – voqelikni tafakkur orqali anglash jarayoni bilan bog'liq bo'lgan tushuncha va ko'nikmalar tizimidir.
Pedagogik hamkorlik	Pedagogical cooperation	Педагогическая сотрудничество	Pedagogik hamkorlik – birgalikda faoliyat olib borishga asoslangan munosabat bilan bog'liq bo'lgan tushuncha va ko'nikmalar tizimidir.
Pedagogik tarbiya	Pedagogical education	Педагогическая воспитание	Pedagogik tarbiya – shaxsni ma'naviy va axloqiy jihatdan

			shakllantirish jarayoni bilan bog‘liq bo‘lgan tushuncha va ko‘nikmalar tizimidir.
Pedagogik liderlik	Pedagogical leadership	Педагогическая лидерство	Pedagogik liderlik – jamoani boshqarish va yo‘naltirish qobiliyati bilan bog‘liq bo‘lgan tushuncha va ko‘nikmalar tizimidir.
Pedagogik motivatsiya	Pedagogical motivation	Педагогическая мотивация	Pedagogik motivatsiya – faoliyatga undovchi ichki va tashqi omillar yig‘indisi bilan bog‘liq bo‘lgan tushuncha va ko‘nikmalar tizimidir.
Pedagogik tafakkur	Pedagogical mindset	Педагогическая мышление	Pedagogik tafakkur – fikr yuritish va tahlil qilish qobiliyati bilan bog‘liq bo‘lgan tushuncha va ko‘nikmalar tizimidir.
Pedagogik faollik	Pedagogical activity	Педагогическая активность	Pedagogik faollik – jarayonlarda faol ishtirok etish darajasi bilan bog‘liq bo‘lgan tushuncha va ko‘nikmalar tizimidir.
Pedagogik tajriba	Pedagogical experience	Педагогическая опыт	Pedagogik tajriba – amaliy faoliyat davomida orttirilgan bilim va ko‘nikmalar bilan bog‘liq bo‘lgan tushuncha va ko‘nikmalar tizimidir.
Pedagogik bilim	Pedagogical knowledge	Педагогическая знание	Pedagogik bilim – o‘rganish va tajriba

			asosida shakllangan tushunchalar tizimi bilan bog‘liq bo‘lgan tushuncha va ko‘nikmalar tizimidir.
Pedagogik odob	Pedagogical etiquette	Педагогическая этикет	Pedagogik odob – jamiyatda qabul qilingan xulq-atvor qoidalari bilan bog‘liq bo‘lgan tushuncha va ko‘nikmalar tizimidir.
Pedagogik vijdon	Pedagogical conscience	Педагогическая совесть	Pedagogik vijdon – insonning ichki axloqiy nazorat hissi bilan bog‘liq bo‘lgan tushuncha va ko‘nikmalar tizimidir.
Pedagogik intizom	Pedagogical discipline	Педагогическая дисциплина	Pedagogik intizom – belgilangan tartib va qoidalarga rioya qilish odati bilan bog‘liq bo‘lgan tushuncha va ko‘nikmalar tizimidir.
Pedagogik fazilat	Pedagogical virtue	Педагогическая добродетель	Pedagogik fazilat – insonning ijobiy axloqiy sifati bilan bog‘liq bo‘lgan tushuncha va ko‘nikmalar tizimidir.
Pedagogik salohiyat	Pedagogical potential	Педагогическая потенциал	Pedagogik salohiyat – mavjud imkoniyat va qobiliyatlar majmui bilan bog‘liq bo‘lgan tushuncha va ko‘nikmalar tizimidir.
Pedagogik ijtimoiylashuv	Pedagogical socialization	Педагогическая социализация	Pedagogik ijtimoiylashuv – shaxsning jamiyatga moslashish

			jarayoni bilan bog‘liq bo‘lgan tushuncha va ko‘nikmalar tizimidir.
Pedagogik rivojlanish	Pedagogical growth	Педагогическая развитие	Pedagogik rivojlanish – yangilanish va takomillashuv jarayoni bilan bog‘liq bo‘lgan tushuncha va ko‘nikmalar tizimidir.
Pedagogik tahlil	Pedagogical analysis	Педагогическая анализ	Pedagogik tahlil – ma’lumotlarni chuqur o‘rganish va baholash usuli bilan bog‘liq bo‘lgan tushuncha va ko‘nikmalar tizimidir.
Pedagogik baholash	Pedagogical evaluation	Педагогическая оценка	Pedagogik baholash – faoliyat yoki natijani mezon asosida aniqlash jarayoni bilan bog‘liq bo‘lgan tushuncha va ko‘nikmalar tizimidir.
Pedagogik mustaqillik	Pedagogical independence	Педагогическая независимость	Pedagogik mustaqillik – erkin qaror qabul qilish qobiliyati bilan bog‘liq bo‘lgan tushuncha va ko‘nikmalar tizimidir.
Pedagogik ijodkorlik	Pedagogical creativity	Педагогическая творчество	Pedagogik ijodkorlik – yangi g‘oya va yechimlar yaratish qobiliyati bilan bog‘liq bo‘lgan tushuncha va ko‘nikmalar tizimidir.
Pedagogik strategiya	Pedagogical strategy	Педагогическая стратегия	Pedagogik strategiya – maqsadga erishish uchun ishlab chiqilgan reja bilan bog‘liq

			bo‘lgan tushuncha va ko‘nikmalar tizimidir.
Pedagogik faoliyat	Pedagogical activity	Педагогическая деятельность	Pedagogik faoliyat – ma’lum maqsadga qaratilgan amaliy harakatlar tizimi bilan bog‘liq bo‘lgan tushuncha va ko‘nikmalar tizimidir.
Pedagogik muammo	Pedagogical problem	Педагогическая проблема	Pedagogik muammo – hal etilishi zarur bo‘lgan murakkab masala bilan bog‘liq bo‘lgan tushuncha va ko‘nikmalar tizimidir.
Shaxsiy madaniyat	Personal culture	Личная культура	Shaxsiy madaniyat – jamiyat va shaxs faoliyatida shakllangan ma’naviy hamda axloqiy qadriyatlar tizimi bilan bog‘liq bo‘lgan tushuncha va ko‘nikmalar tizimidir.
Shaxsiy mas’uliyat	Personal responsibility	Личная ответственность	Shaxsiy mas’uliyat – o‘z faoliyati va qarorlari uchun javob bera olish qobiliyati bilan bog‘liq bo‘lgan tushuncha va ko‘nikmalar tizimidir.
Shaxsiy taraqqiyot	Personal development	Личная развитие	Shaxsiy taraqqiyot – rivojlanish va takomillashishga yo‘naltirilgan jarayon bilan bog‘liq bo‘lgan tushuncha va ko‘nikmalar tizimidir.

Shaxsiy fikrlash	Personal thinking	Личная мышление	Shaxsiy fikrlash – voqelikni tafakkur orqali anglash jarayoni bilan bog‘liq bo‘lgan tushuncha va ko‘nikmalar tizimidir.
Shaxsiy motivatsiya	Personal motivation	Личная мотивация	Shaxsiy motivatsiya – faoliyatga undovchi ichki va tashqi omillar yig‘indisi bilan bog‘liq bo‘lgan tushuncha va ko‘nikmalar tizimidir.
Shaxsiy tafakkur	Personal mindset	Личная мышление	Shaxsiy tafakkur – fikr yuritish va tahlil qilish qobiliyati bilan bog‘liq bo‘lgan tushuncha va ko‘nikmalar tizimidir.
Shaxsiy tajriba	Personal experience	Личная опыт	Shaxsiy tajriba – amaliy faoliyat davomida orttirilgan bilim va ko‘nikmalar bilan bog‘liq bo‘lgan tushuncha va ko‘nikmalar tizimidir.
Shaxsiy bilim	Personal knowledge	Личная знание	Shaxsiy bilim – o‘rganish va tajriba asosida shakllangan tushunchalar tizimi bilan bog‘liq bo‘lgan tushuncha va ko‘nikmalar tizimidir.
Shaxsiy odob	Personal etiquette	Личная этикет	Shaxsiy odob – jamiyatda qabul qilingan xulq-atvor qoidalari bilan bog‘liq bo‘lgan tushuncha va ko‘nikmalar tizimidir.

Shaxsiy intizom	Personal discipline	Личная дисциплина	Shaxsiy intizom – belgilangan tartib va qoidalarga rioya qilish odati bilan bog‘liq bo‘lgan tushuncha va ko‘nikmalar tizimidir.
Shaxsiy rivojlanish	Personal growth	Личная развитие	Shaxsiy rivojlanish – yangilanish va takomillashuv jarayoni bilan bog‘liq bo‘lgan tushuncha va ko‘nikmalar tizimidir.
Shaxsiy tahlil	Personal analysis	Личная анализ	Shaxsiy tahlil – ma’lumotlarni chuqur o‘rganish va baholash usuli bilan bog‘liq bo‘lgan tushuncha va ko‘nikmalar tizimidir.
Ilmiy mas’uliyat	Scientific responsibility	Научная ответственность	Ilmiy mas’uliyat – o‘z faoliyati va qarorlari uchun javob bera olish qobiliyati bilan bog‘liq bo‘lgan tushuncha va ko‘nikmalar tizimidir.
Ilmiy kompetensiya	Scientific competence	Научная компетенция	Ilmiy kompetensiya – muayyan sohada samarali faoliyat olib borish uchun zarur bilim va ko‘nikmalar majmui bilan bog‘liq bo‘lgan tushuncha va ko‘nikmalar tizimidir.
Ilmiy muloqot	Scientific communication	Научная общение	Ilmiy muloqot – insonlar o‘rtasidagi axborot almashinuvi jarayoni bilan bog‘liq bo‘lgan tushuncha va ko‘nikmalar tizimidir.

Ilmiy taraqqiyot	Scientific development	Научная развитие	Ilmiy taraqqiyot – rivojlanish va takomillashishga yo‘naldirilgan jarayon bilan bog‘liq bo‘lgan tushuncha va ko‘nikmalar tizimidir.
Ilmiy yondashuv	Scientific approach	Научная подход	Ilmiy yondashuv – muammoni hal etishda qo‘llaniladigan usul va tamoyillar tizimi bilan bog‘liq bo‘lgan tushuncha va ko‘nikmalar tizimidir.
Ilmiy fikrlash	Scientific thinking	Научная мышление	Ilmiy fikrlash – voqelikni tafakkur orqali anglash jarayoni bilan bog‘liq bo‘lgan tushuncha va ko‘nikmalar tizimidir.
Ilmiy hamkorlik	Scientific cooperation	Научная сотрудничество	Ilmiy hamkorlik – birgalikda faoliyat olib borishga asoslangan munosabat bilan bog‘liq bo‘lgan tushuncha va ko‘nikmalar tizimidir.
Ilmiy motivatsiya	Scientific motivation	Научная мотивация	Ilmiy motivatsiya – faoliyatga undovchi ichki va tashqi omillar yig‘indisi bilan bog‘liq bo‘lgan tushuncha va ko‘nikmalar tizimidir.
Ilmiy tafakkur	Scientific mindset	Научная мышление	Ilmiy tafakkur – fikr yuritish va tahlil qilish qobiliyati bilan bog‘liq

			bo‘lgan tushuncha va ko‘nikmalar tizimidir.
Ilmiy faollik	Scientific activity	Научная активность	Ilmiy faollik – jarayonlarda faol ishtirok etish darajasi bilan bog‘liq bo‘lgan tushuncha va ko‘nikmalar tizimidir.
Ilmiy tajriba	Scientific experience	Научная опыт	Ilmiy tajriba – amaliy faoliyat davomida orttirilgan bilim va ko‘nikmalar bilan bog‘liq bo‘lgan tushuncha va ko‘nikmalar tizimidir.
Ilmiy vijdon	Scientific conscience	Научная совесть	Ilmiy vijdon – insonning ichki axloqiy nazorat hissi bilan bog‘liq bo‘lgan tushuncha va ko‘nikmalar tizimidir.
Ilmiy intizom	Scientific discipline	Научная дисциплина	Ilmiy intizom – belgilangan tartib va qoidalarga rioya qilish odati bilan bog‘liq bo‘lgan tushuncha va ko‘nikmalar tizimidir.
Ilmiy salohiyat	Scientific potential	Научная потенциал	Ilmiy salohiyat – mavjud imkoniyat va qobiliyatlar majmui bilan bog‘liq bo‘lgan tushuncha va ko‘nikmalar tizimidir.
Ilmiy rivojlanish	Scientific growth	Научная развитие	Ilmiy rivojlanish – yangilanish va takomillashuv jarayoni bilan bog‘liq bo‘lgan

			tushuncha va ko‘nikmalar tizimidir.
Ilmiy tahlil	Scientific analysis	Научная анализ	Ilmiy tahlil – ma’lumotlarni chuqur o‘rganish va baholash usuli bilan bog‘liq bo‘lgan tushuncha va ko‘nikmalar tizimidir.
Ilmiy baholash	Scientific evaluation	Научная оценка	Ilmiy baholash – faoliyat yoki natijani mezon asosida aniqlash jarayoni bilan bog‘liq bo‘lgan tushuncha va ko‘nikmalar tizimidir.

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**ABIDOVA ZILOLA XABIBULLAYEVNA**

# **PROFESSIONAL ETHICS**

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