



## **A MODEL FOR DEVELOPING PROFESSIONAL ETHICS AND PEDAGOGICAL CULTURE IN FUTURE TEACHERS**

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### **Abstract**

The article examines the urgent need to cultivate moral maturity, professional ethics, and pedagogical culture among future teachers in the context of globalization and digital transformation. It argues that educators must transcend the role of knowledge transmitters to become moral leaders, cultural role models, and ethical guides for students. The study highlights that the teacher's personal integrity, justice, empathy, and responsibility significantly influence the formation of students' values, worldviews, and civic positions. Moral maturity is defined as an inner state of self-discipline, justice, fairness, and adherence to universal human values, which are essential for building socially responsible and ethically stable societies. Higher education institutions play a central role in ensuring that future teachers acquire not only academic knowledge but also the ability to embody moral principles in their professional and personal interactions. To achieve this, the research proposes a scientifically grounded, modular pedagogical model designed to integrate goal-setting, content development, technological methods, and diagnostic mechanisms into a coherent system. This model ensures systematic formation of ethical standards and pedagogical culture, reinforcing the broader goal of preparing educators who can meet the moral and cultural needs of contemporary society.

**Keywords:** Moral maturity, professional ethics, pedagogical culture, teacher education, values, higher education, ethical leadership, pedagogical model.

### **Introduction**

In today's era of globalization and rapid digitalization, the education system faces a vital challenge—not only to prepare highly qualified professionals, but also to



foster educators who are spiritually mature, socially responsible, and possess an active civic position. This societal demand requires the teacher to be not merely a transmitter of knowledge, but also a moral leader, a promoter of cultural values, and a role model of ethical behavior.

To meet this need, it is essential to develop a scientifically based, structurally coherent model that harmonizes educational content and practice. The main goal of the model is to define the theoretical and practical foundations for the purposeful, systematic, and gradual formation of professional ethics and pedagogical culture among future teachers. Through this model, a real pedagogical mechanism will be created to develop educators who are humane, impartial, socially responsible, and capable of making ethical decisions in line with societal needs.

In this way, the social demand and goal of the model will be interlinked and serve as a firm scientific foundation for the content and forms of the educational process. The moral stability of any society, the effectiveness of its educational system, and the shaping of future generations primarily depend on who is educating them and what moral and professional criteria that educator meets.

From this perspective, teaching should not be confined to the process of knowledge delivery. It also represents a moral leadership role, requiring responsibility in shaping interpersonal and ethical relationships. As society continues to develop rapidly across all spheres—experiencing complex transformations under the influence of information flow and cultural shifts—there is an even greater demand for educators who are morally mature and accountable.

A modern teacher is expected to be not only knowledgeable and methodologically prepared, but also aware of their ethical responsibilities, able to serve as a role model for others. The teacher's personal qualities—justice, integrity, honesty, empathy, active listening skills, and leadership—must meet the demands of the present time. The teacher's professional culture in their relationships with students, parents, and colleagues plays a critical role.

The teacher's personality has a direct influence on students' minds and hearts, shaping their worldview and value systems. Therefore, ethical and moral development in teachers is now seen as a key factor in the successful realization of educational reforms and national progress.

This responsibility places a significant burden on institutions of higher education that train teachers. These institutions must not only equip future educators with



academic knowledge but also ensure they develop high ethical standards and a strong pedagogical culture.

Moral maturity is an internal state characterized by self-discipline, high spiritual expectations, and a deep understanding of oneself and others. It guides individuals toward goodness and transforms them into well-rounded personalities grounded in stable values.

A morally mature person prioritizes the interests of the community over personal gain, feels a strong sense of moral duty, and allows this sense to guide all their actions. Such individuals adhere to principles like justice, fairness, loyalty, patience, and tolerance, even under pressure or in difficult circumstances, never deviating from their humanistic stance.

Moral maturity is also closely linked to the ability to reflect one's inner ethical values through speech, behavior, and decision-making. It represents intellectual independence, emotional stability, and holistic moral development. These traits enable individuals to form respectful, ethical, and effective relationships in society. Thus, moral maturity is not only a standard of personal growth but also a crucial element for strengthening universal values, mutual respect, justice, and social responsibility. A morally stable and cohesive society is made possible by the presence of such individuals.

Therefore, the development of moral maturity should be regarded not merely as a personal goal, but as a national educational objective. A teacher who possesses moral maturity has a much greater impact during the teaching and learning process. Every word, action, and attitude expressed by a teacher helps form students' moral compass.

If a teacher is grounded in values such as humanity, honesty, justice, selflessness, and patriotism, the generation they raise will naturally reflect these virtues. As Yu. V. Babansky rightly points out:

“Moral maturity is not only knowledge and emotion but also the ability to base every action on humanistic values.”

A teacher who embodies such moral maturity does not view education merely as a means of teaching subjects but sees it as their primary responsibility to nurture each student as a unique individual and to sow the seeds of noble ideas in their hearts.

Such a teacher becomes not only a carrier of modern knowledge but also a morally responsible leader with high ethical standards.



Based on the results of research and analysis, a model was developed for forming professional ethics and pedagogical culture among future teachers. This model was designed according to key principles of scientific modeling: **scientific validity, universality, consistency, and normativity.**

Pedagogical modeling is a systematic, functional, and science-based approach to achieving educational and developmental objectives. The process of shaping professional ethics and pedagogical culture in future teachers is multifaceted and requires a well-structured and interconnected system.

To organize this process effectively, a model based on **modular architecture** has been developed, in which every stage—from goal-setting to outcome evaluation—is presented in a systematically integrated manner.

The structure of the model is closely tied to methodological foundations, content directions, practical-technological mechanisms, and the capacity for monitoring and evaluation. These modules are interconnected, with each one fulfilling a specific pedagogical function.

The model integrates the **goal-oriented, content-based, technological, and diagnostic** aspects of the educational process in a harmonious and systematic way.

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