

Professional Honor in the Pedagogical Activity of the Future Teacher

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Abstract: The state of development of the problem of education of professional honor in the future teachers is revealed on the basis of generalization of philosophical, psychological and pedagogical literature. The essence and content of the key concepts of the research are defined as follows: "honor", "professional honor", "professional honor of the teacher". The professional honor of the teacher is defined as an integral personal-professional quality, which manifests itself in the process of fulfilling professional duties, defines a decent behavior in relation to subjects of pedagogical interaction and recognizes the child as the highest value, and also undergoes public assessment and recognition. It is proved that the process of educating the professional honor of the teacher will contribute to the creation of a "new model teacher", as well as raise the prestige, social status of this profession in our society. The substantive-component analysis of the investigated concept was carried out, which made it possible to identify and map out the leading functions of the teacher's professional honor. Among them: the content-forming, normative-regulatory, integrating and incentive functions. The structure of the teacher's professional honor defines the cognitive (knowledge and understanding of moral qualities of the individual), emotional-value (the ability to know and accept others, the ability to self-esteem) and activity-behavioral components (moral and ethical responsibility and responsible attitude to the performance of professional duties), which allow a deeper understanding of the content of the studied definition.

Keywords: *honor; professional honor; future teacher; new model teacher; functions of the teacher's professional honor.*

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1. Introduction

The change of social priorities, the modernization of the national education system on the basis of a personally oriented approach, the reform of domestic education, the introduction of changes envisaged by the Concept of the new Ukrainian school - objectivize the increase of attention to the professional competence of the teacher. In this context, it is important to educate the professionally significant qualities of the future teacher, which determine their high culture, moral behavior and is the regulator of life, the basis and result of the manifestation of humanistic and professional values of the individual, acting as one of the teacher's readiness for dialogical interaction in the educational space (On approval of the Concept of realization of state policy in the field reforming of general secondary education "*New Ukrainian School*" on until 2029).

At the present stage of the development of society under conditions of economic, social and cultural transformations, the domination of material values over the spiritual ones becomes increasingly important in the problem of moral development of the younger generation, in the education and training of which the leading role is played by a teacher who is the bearer of universal values, profound knowledge, high culture and must possess such professionally significant qualities as kindness, tact, sensitivity, respect, empathy, integrity and, in particular, professional honor. Formation of the mentioned qualities takes place at the stage of professional training of the future teacher.

Under today's conditions, education is becoming one of the most important factors of progress, and the problem of forming the personality of the teacher, as a carrier of universal and social values, attracts the attention of society, scientists and practitioners. The effectiveness of the interaction of "teacher-student" in the learning process depends on the level of formation of the universal values of the teacher, ability to correctly perceive thoughts in relation to oneself from others, ability to adequately assess themselves and their capabilities in process of learning.

The significance of the training of a new generation teacher has been updated in a number of normative documents, among which: the Laws of Ukraine "On Education", "On Higher Education", the Concept "New Ukrainian School", the Concept of National Patriotic Education for Children and Youth, the National Strategy for the Development of Education in Ukraine on period up to 2021 and others (Ministry of Education and Science of Ukraine, 2017). Therefore, the professional

importance of the teacher's quality, an effective indicator of the success of his future pedagogical activity, is professional honor, as a component of the professional and moral training of a future specialist (Ministry of Education and Science of Ukraine, 2017).

2. Problem statement

The urgency of this problem is caused by the need to resolve a number of contradictions between:

- the objective social need to train teachers with a high level of upbringing of professional honor and insufficient coverage of the identified problem in the theory of education and practice;
- the need to cultivate honor as a personal and professional quality of future teachers and the lack of developed methodological support for the effective implementation of this process.

The urgency of the problem, its lack of development, and the need to resolve these contradictions, led to the choice of the theme of our study "Education of professional honor in future teachers"

3. Research purpose

The problem of upbringing the personality honor is of particular importance today with the socio-political situation in Ukrainian society, the decline of morality in the regulation of social relations, as well as the revival of moral norms of interpersonal interaction in the life of society. *The research hypothesis was:* only a person with a sense of dignity and honor is able to respect and value both himself and others, to realize oneself equal to others, to be responsible for the own actions and deeds.

4. Research methodology

Revealing the content and peculiarities of fostering professional honor as a significant personal and professional quality of a future teacher, we were guided by approaches that help to enhance its development. These are approaches such as: personality-oriented - recognizing the priority of the student's personality and the need to humanize the process of vocational training; activity - understanding the student's personality as an active subject; individual - recognition of each student as a unique personality; competent - the need to transition the process of vocational training from the accumulation of normatively determined knowledge to the skills and generalized professional activity; professional - the correspondence of the abilities and personal qualities of a person to the specific requirements of

activity and objective production conditions; acmeological - encouraging future professionals to constant professional self-development, self-improvement (Oleksienko & Shumeiko, 2002).

Therefore, in order to uncover the subject of our research in the field of scientific intelligence, we consider it appropriate to analyze the key definitions: "honor", "professional honor", "professional honor of the teacher".

In the interpretive encyclopedic dictionaries the notion of "honor" is revealed through the following characteristics: positive quality; moral value of a person; respect for oneself, awareness of their rights; value.

In the Modern Explanatory Dictionary of the Ukrainian language, "honor" is regarded as worthy of respect and pride moral qualities of man (Bilodid,1976).

The Dictionary of the Ukrainian language states that honor is a set of higher moral principles that guides the person in his social and personal behavior; as respect, recognition of someone or something; as a sign of attention, of honor, revealed to anybody; as that which gives the right to respect, recognition (Bilodid,1976).

In contemporary philosophic dictionaries, the category of "honor" is revealed in two aspects:

1) recognition that the surrounding voluntarily reveals to a person as a carrier of individual values. In this sense, honor is called corporate - that is the reputation, authority that a person deserves by his activities, as well as recognition of his value in the team;

2) a decent attitude of man to himself as a person, awareness of his value and significance as a bearer of public morality (Nadolny et al.,1997).

In the pedagogical encyclopedia "honor" is considered as a category of ethics, which involves a special moral attitude of a person to himself and society, takes into account the idea of it from the point of view of society; characteristic of a person according to the purpose (Toftul, 2005).

The theoretical foundations of honor as important moral and ethical quality are outlined in the works of foreign (Aristotle, 2002, III; Komensky, 1982, etc.) and native (Sukhomlynskyi, 1968; Ushinsky, 1983 and others) scholars of the past, who characterize honor as a category of moral consciousness, which reveals the relation of man to himself and to others and to society's attitude towards it.

A well-known thinker, Aristotle, regarded honor as a reward for virtue, as a result of the interaction of a reasonable and foolish soul. The sense of honor depends on the habits and rules of behavior that are instilled

to a person from birth. These factors are crucial in upbringing the personality honor Aristotle, 2002, III).

Y. A. Komenskyi viewed honor in high professionalism, competence and creativity. A thorough knowledge, self-cognition, a creative approach to the matter can raise a true personality. The teacher, in the opinion of the scientist, must teach easily and pleasantly, to support the aspirations of the individual for learning, self-improvement, to be an example of high decency, dignity and honor (Komenskyi, 1982).

Philosopher and educator John Locke said that a man devoid of honor was like an animal. Free personality, puts honor higher than life, neglecting it, it destroys everything human. The teacher considered sensory experience to be the main thing in recognizing honor (Vasyanovich, 2005).

The pedagogical heritage of V.O. Sukhomlynskyi is noteworthy. Sukhomlynskyi was one of the first to try to explore the moral and spiritual world of a human. An outstanding teacher believed that the condition of moral progress of society and the key to the formation of the nobility of the individual are high morality, humane acts that showing respect for human honor and dignity (Kostashchuk, 2014).

K. D. Ushynsky (1983) determined that persistent human feelings arise due to the opposite emotional experience: the confidence in the truth of their thoughts - due to the doubt that prompts the examination, the justification; courage - by overcoming fear; and a sense of honor - due to the feeling of shame for some acts of his behavior (Ushinsky, 1983).

Thus, the analysis of the works of the above researchers makes it possible to distinguish the following abilities of human honor: morality (taking into account the focus on the priority of the interests of another person over their own); human wisdom and freedom of expression; the ability to be responsible for their own moral actions and life in general; self-improvement and ability to manage oneself, etc.

At present, honor is researched both by native and foreign scientists. Thus, researchers A. Huseynov and I. Kon regard honor as a category of moral consciousness, which reveals the attitude of a person to himself and his attitude towards society (Huseynov & Kon, 1989).

A well-known scientist M. Rosenberg defines honor from the standpoint of universal ideals, which results in the differentiation of people in society and the establishment of differences in the levels of moral self-esteem (Rosenberg, 1979).

Ukrainian philosopher M. Toftul notes that "honor is a special moral attitude of man to himself, manifested in the awareness of his own self-

esteem and moral equality with other people; the attitude to other people, in which its unconditional value is determined" (Toftul, 2005).

So the honor from a philosophical point of view is the notion of moral consciousness, which implies awareness of the individual's own civic value and the recognition of this value by society. The notion of "honor", as a form of manifestation of the relationship of the individual to himself and society, determines the behavior and attitude towards the person from the surrounding. Honor is based on a differentiated assessment of people. The category of honor is one of the most important categories in professional ethics. Honor is a positive socio-moral assessment of a person or organization, authority, reputation, is one of the main moral qualities (Nadolny et al., 1997).

The treatment of the category "honor" in the light of modern psychological research relates to the reflection of its value-semantic aspects, namely: personal, human honor, sense of honor, respect for oneself, personal and social identity, freedom, responsibility, respect from other people etc.

Thus, the representatives of foreign psychology considered certain aspects of the person's honor: within the theory of "mirror I", as a characteristic of the mature personality and the notion of "proprium", as a person's acceptance of himself, described the psychological portrait of a person of honor, within the concept of the hierarchy of personality needs, as self-perception of personality, as the nature of decent behavior of personality, as self-value of personality.

Methodological principles of category of honor along with other moral characteristics are to be found in the works of Ukrainian psychologists – Bekh (2008), Rybalka (2010) and others.

I. Bekh, a well-known Ukrainian psychologist, argues that the attitude towards oneself, awareness of the image of "own I" manifests itself in the feelings of pride, self-esteem, self-respect and honor. These feelings acquire true meaning and necessary efficacy, provided that they are preceded by appropriate feelings for other people. In his writings, the educator considers "dignity" as an awareness and experience of a person himself in the totality of moral and spiritual characteristics that inspire respect from the environment (Bekh, 2008).

The person of honor, according to V. Kirichok, is a person who is able to support his full life, always counts on himself and his potential, is able to declare himself to other people, to defend his own beliefs, to behave honestly towards himself and others (Kirichok, 2012).

Honor, according to the definition of the well-known Ukrainian psychologist V. Rybalka, is considered as a special property of the individual, which manifests itself in the awareness and experience of a person of his socio-psychological and individual-psychological value as a subject and object of culture (Rybalka, 2010).

Hence, honor, within the limits of psychological science, is one of the basic values of the individual, which envisages such ethical, socio-psychological and individual psychological abilities: the need for respect for oneself, the recognition of their merits by other people, the requirements for oneself and others, nobility, awareness of its own significance for society, honesty and truthfulness to oneself and other people, self-control, responsibility and sense of duty, high morality in relationships.

The problem of upbringing the personality honor is also found in the works of the native (Sukhomlynskyi, 1968; Ushinsky, 1983; Chorna, 2011) educators.

The well-known Ukrainian teacher-thinker V. Sukhomlynskyi, investigating the moral and spiritual world of the child, determined the high moral, humane acts as a sign of respect for human honor and dignity, as a guarantee of the formation of nobility and the condition of moral progress. In the article "Man - the highest value", the educator noted the following: 1) "respect for human dignity and the upbringing of self-esteem is a sphere of pedagogical creativity"; 2) "the root of honor and dignity - in noble beliefs and thoughts, ... dignity is the wise power to hold oneself in the hands"; 3) "the formation of a sense of self-esteem and dignity of the pupil is a consequence of the attitude towards him as a bearer of unconditional value - human dignity"; 4) "The most terrible crime against a person is to convince a person of her insignificance with other people. Taking away the sense of his own honor, dignity, self-esteem from a person can bring it to despair, to the extreme" (Yermakova, 2003).

A famous teacher K. Ushynsky determined that human feelings arise due to the opposite emotional experience: the confidence in the truth of their thoughts - due to doubt, which prompts for verification, justification; courage - due to the overcoming of fear; and a sense of honor - due to the feeling of shame for some acts of his behavior (Shishmakova, 1997).

The researcher O. Chub considers the leading characteristics of the person's honor and dignity as: the value image of another person, the image of "my own I," the image of human as such, and the image of mankind as a whole.

The problem of studying the peculiarities of upbringing honor is found in the writings of famous contemporary Ukrainian pedagogues Vasyanovich (2005), Dyachenko (1999), Kirichok (2012), Chorna (2011). etc.

According to Shishmakova, to honor as an important quality of professional and moral training of the teacher is a continuation of the professional development of the individual, becomes a subject of organization of his own vital position of a person ("I - the future specialist, preparing myself for this"), makes people adequately assess themselves and their possibilities, teaches correctly to perceive thoughts in relation to oneself from the other's point of view. A person with a developed sense of honor, who constantly strives for self-examination, self-improvement, is confident in his knowledge and ability - able to bring up a worthy younger generation (Shishmakova, 1997).

The researcher K. Chorna considers the category of honor as an overvalue, which determines the value relation of a person to himself and to other people. The author highlights the education of honor and dignity of the younger generation as one of the priorities of the development of modern society. V. Kyrychok considers the phenomenon of honor as a positive emotional-value attitude to oneself, awareness of one's social and moral significance (Chorna, 2011).

Characterizing the moral self-consciousness of the person, G.Vasyanovych addresses the problem of forming honor as a moral category. The honor of the person, according to the scientist, characterizes its moral self-consciousness, whose main functions are comprehension, control, sanction and critical review of the guidelines of human subjectivity (Vasyanovych, 2005).

Thus, on the basis of the analysis of the process of educating the personality honor in pedagogical science, we can determine that honor is a conscious moral feeling that affects moral self-regulation and self-development of the individual as a whole.

Having analyzed the scientific works, we came to the conclusion that honor is a complex ethical and social concept associated with the assessment of such qualities of personality, as loyalty, justice, truthfulness, nobility. Honor is the notion of moral consciousness, which includes the awareness of the personality of one's social significance and the recognition of this value by the society.

The next important definition to reveal the essence of the subject phenomenon is "professional honor".

Exploring professional honor, it is clear that the works of F. Kadol, 2002, Dyachenko, 1999, O. Shishmakova, 1997 are devoted to the disclosure of aspects of this phenomenon.

In particular, we share the opinion of O. Shishmakova concerning the sensitivity in the development of human honor. The researcher defines "honor" as a "conscious feeling", which serves not only the moral self-regulation of the individual, but also its self-development in the whole. To the pedagogical conditions of forming honor of a specialist O. Shishmakova attributes the development of a sense of self-importance, self-confidence and self-esteem. Professional honor is considered as a complex integrative personal formation, which ensures the self-development of the personality of a specialist (Shishmakova, 1997).

Dyachenko regards honor as a moral position of resistance to the "pressure of life", "repression of culture", "repression of society", reflecting the essential human need for respect from others and self-esteem (Dyachenko, 1999).

According to O. Molchanova, the main component of professional honor of an individual is the will (volitional component), which allows self-determination and self-regulation of one's professional activities and behavior in spite of internal and external obstacles (Dyachenko, 1999).

F. Kadol, investigating the problem of the development of the personality of honor, determined the following components: self-pride, honesty, self-respect, modesty, pride. "Honor," according to the author, is an integrated quality of personality, which implies the presence of private personal traits and qualities, their adequate self-esteem, understanding of the essence and importance of human honor, experiencing the need for this quality (Kadol, 2002).

Consequently, we came to the conclusion that professional honor is a moral evaluation category that reflects the external public recognition of personality and professional qualities of personality, which manifests itself in glory, respect, authority, and high appreciation. The expression of the significance finds itself in the notion of professional honor and role of each particular profession in the life of people and society as a whole.

Professional honor is an important part of the system of "person-occupation" and can be considered as an important personality factor of the attitude towards oneself as a professional, as one of the criteria for satisfaction with work and professional achievement.

Under the professional honor, we also understand the set of moral qualities and values that shape the person's attitude to professional activity and behavior in the course of solving professional problems. Professional

honor, as a quality of professional and moral training of specialist, includes: the need for a fair attitude to the educational and professional activities; positive world outlook on the future profession; a clear idea of the nature of training and professional tasks and how they are effectively addressed; positive emotional and value experiences of their own behavior and negative attitude towards mistakes made and non-compliance with existing norms and rules of behavior.

Having made a scientific and categorical analysis of the definitions of "honor", "professional honor," we will focus on investigating the problem of professional education in the future specialists.

In the profession of a teacher, the character, morality, attitudes, attitudes towards other people become crucial. Society under the conditions of social significance of pedagogical work put forward special requirements for the personality of the teacher, to the formation of his personality and professional qualities that are necessary for the future specialist for further professional activities. That is why the education of professional honor is relevant at the stage of professional development of the future teacher.

The analysis of the studies of the classics of philosophical and pedagogical thought suggests that the problem of the formation of the personality and professional qualities of the teacher excited the society in different periods of its development.

Thus, the Greek philosopher Socrates attached great importance to those who raise the honor in children, and therefore to the teacher. He believed that the teacher should have a solid knowledge and give the students a proper example of a decent life, to be the person of honor himself (Toftul, 2005).

Famous educator Y. Komenskyi saw professional honor of the teacher in high professionalism, competence and creativity. He argued that only a high level of teacher education, his knowledge, a creative approach to the matter can educate a true personality, scholasticism and dogmatics only mend it. The teacher must teach easily, accessible, constantly support the child, encourage learning, self-improvement. And, most importantly, a true teacher, must be an example of high decency, dignity and honor (Komenskyi, 1982).

The psychological significance of the professional honor of the individual, in particular the student and the teacher to enhance the effectiveness of educational activity is illustrated by the American philosopher and psychologist B. James. In the book "Psychology," the scientist emphasized the fundamental role of "encouragement of ambition" in the success of learning, the skillful use of which by the teacher in their

higher and noble forms of pride and enthusiasm will encourage the student to enthusiasm in training, to demonstrate "the upper limit of his abilities" (James, 1991).

The well-known story of A. Makarenko "Honor" (1986), in which the essence of the concepts of "honor" and "dignity" is revealed, can be considered as definite programmatic understanding by the author of the prospect of the development of the education system and society as a whole. The main principle that has been formulated and used in practice of A. Makarenko (1986) was the principle of "reliance on the positive," the principle that says that pedagogy is an optimistic science, and the teacher must see, find, show to the pupil himself and others that there is a positive in this person and that this positive a teacher should project and that also leads to the fact that a person begins to show a desire to independently change for the better, which is the main requirement for the teacher, the main professional function.

A prominent Polish teacher Y. Korchak kept to his principle position "On the right of the child to respect". As "Honor" for A. Makarenko (1986) the story "Glory" became the program for Y. Korczak. At the heart of the plot of this work is the creation of children "Union of Knights of Honor" - with a special statute and the mandatory implementation of it. Here, the main idea of pedagogy by Y. Korczak (1993) passes through as a red thread - "The child is equal to us – valuable - a human!". With his hands - on experience and invaluable creative work, Korchak proved that the basic ability of a person who grows up, raises and educates a child who creates the conditions for the formation of a child as an individual, is the ability to put himself in the position of the child in one or another situation, to evaluate the extent of expediency, the sensitivity of their requirements, the consequences to which they lead, the correspondence of the atmosphere created by adults for the child to its capabilities, needs and aspirations.

The appeal of modern scholars to the problem of professional teacher's honor, as the psychologist V. Rybalka notes, is relevant in several respects. First an important deontological, ethical aspect of the work of a teacher with a student. After all, bringing a child to school, to a teacher, parents trust him their child as the highest value that recognizes and experiences its dignity and honor and, consciously or unknowingly, needs its support, exaltation and affirmation as a certain vital and social capacity. Second, an axio-psychological aspect of communication between a teacher and a pupil is important. After all, the student expects the teacher to treat him as the most valuable person in the world. That is why the attitude of the

teacher to the value of these or other potential capabilities of the student's personality is key to the educational process. And, third, the appeal to the student's honor means the teacher's efforts to rely on the highest, most effective resources, student potential (Rybalka, 2010).

The problem of upbringing professional honor is viewed in the writings of N. Rudas, O. Shishmakova, K. Chorna and others, which define it as a category of moral consciousness, which reveals the attitude of a person towards himself and the attitude of society towards him.

In particular, N. Rudas defines professional honor as "the attitude towards oneself as a subject of dialogical interaction with other participants in the pedagogical process, based on the awareness of his professional and personal significance, which manifests itself in the ability to "be necessary to others" to the participants in the dialogue" (Kostashchuk, 2016).

Researcher N. Borytko considers professional honor as "the main indicator of the formation of the future teacher's educational position." According to the author, only a formed professional sense of honor can be a guarantee of successful professional activity, which will not allow formally, "demonstratively" to relate to their professional duties in the future (Kostashchuk, 2016).

Consequently, the worthy attitude of the teacher to the student as a bearer of moral value - honor and dignity, is seen as a manifestation of the professional honor of the teacher. In axiom, we take the truth of the formation of a "like similar", which implies no less important interpretation: "honor brings honor." That is why it is a mistake to consider the pedagogical process as the development of only one subject - a student, since the process of learning involves the development of the teacher himself as a subject of pedagogical activity, his creative potential, professional world perception. The education of a professional teacher's honor is one of the leading psychological and pedagogical conditions for the formation of a value relation to the student's personality.

An analysis of scientific approaches of scientists to the problem of formation of personally-professional significant qualities of a teacher gives grounds to assert that professional honor is a complex specific, and at the same time, an estimated category of ethics, "directed from the side of society to an individual"; it is a set of moral qualities and values that form the person's attitude towards him as a specialist and influence the style of professional activity in the future.

Professional honor - is recognition by the public opinion and awareness of the person of his social value and selfless performance of professional duty. To earn the title "man of honor" is possible only by

perfect performance of one's duty and adhering to the requirements of morality. Professional honor activates self-knowledge, conscious self-regulation, gives new meaning to professional activity, stimulates self-realization of the personality.

Hence professional honor is a phenomenon that implements activity, and a specialist with a sense of professional honor - a subject of professional activity.

Professional honor is an indicator of how representatives of a particular professional group look in the eyes of society; requires representatives of the professional group to maintain business reputation and professional authority. Compliance with the moral requirements to maintain professional integrity applies to all representatives of the professional group, where each representative of this group should remember the following: the moral assessment of his actions by the public concerns the moral assessment of all colleagues in the profession. Indignant actions of individual representatives may tarnish the honor of the entire professional group.

The objective aspect of professional honor is the direct relationship between the moral level of the professional community and the attitude of society to the profession. The subjective aspect is connected with the willingness of a specialist to act in accordance with the requirements of the profession, without shaming the "honor of the profession." Such a specialist characterizes the positive attitude of society, which subsequently takes the form of reputation.

The teacher's honor is a public assessment of his real professional qualities that are revealed in the process of performing their professional duties. If the teacher in his behavior and interpersonal relations violates the requirements offered by the society for the ideal of the teacher, then they show disregard for professional honor and dignity.

Thus, the famous Ukrainian teacher G. Vasyanovych, 2005 proves that the professional honor of the teacher manifests itself in good deeds, glory, name, recognition of his services to society, school leadership, colleagues, students and their parents. Adequate teacher assessment from various social institutions is a powerful motivating force for his further creative activity. And, on the contrary, an underestimation of the teacher's real merit often leads to humiliation of his honor. The researcher argues that the professional honor of the teacher also devalues envy and lack of modesty (Vasyanovich, 2005).

Thus, under the professional honor of a teacher, we understand the integral personality-professional quality, which is manifested in the process

of performing professional duties, defines a decent behavior in relation to subjects of pedagogical interaction and recognizes the child as the highest value, as well as undergoes a public assessment and recognition

The process of educating the teacher's professional honor will promote the creation of a "teacher of a new model", as well as raise the prestige, social status of the profession in our society. The respect of society for the profession is expressed in social terms provision. And if today the Ukrainian state does not draw attention to the figure of a teacher, unless new prestigious conditions for the existence of this profession are created, then, unfortunately, we will not be able to speak of a teacher as the embodiment of a moral ideal as a person of honor, because there will not be proper exchange between this social group and society.

Thus, the process of educating the professional honor of a teacher is a process of forming a specialist capable of navigating in difficult life situations, who can accomplish tasks and overcome certain professional difficulties; responsible and affirmative for their own professional performance, able to realize their potential in professional activities.

Scientific and methodological analysis of the phenomenon of professional teacher's honor allowed to distinguish the main characteristics of the concept under study:

1) responsible and profoundly conscious attitude towards their professional duties, decent behavior in relation to subjects of pedagogical interaction, love for children and recognition of the child as the highest value;

2) the ability to understand the extent of responsibility for a particular area of work, to do everything to not ruin oneself in the eyes of others, which is an important indicator of moral maturity of personality;

3) willingness to perform their professional duties in a decent manner at any time.

Hence, the professional honor of a teacher is: a moral stimulus that prompts him to perfectly perform his professional duties; a prerequisite for the success of his pedagogical activity.

In order to gain a deeper understanding of the content of the phenomenon of "professional honor of a teacher", it is important to carry out its substantive-component analysis.

Following the opinion of the researchers, which indicate the relationship between the functions and structure of the object under study and insist that it is through the functions revealed content, essence and specificity, we consider it necessary first of all to analyze the functions of professional teacher's honor.

So, the main functions of the professional honor of the future teacher are the following: content-forming, normative-regulating, integrating and inducing.

The content-forming function determines the influence of the culture of society on the worldview of the person and its relation to the generally accepted moral values. The imputed values encourage the implementation of certain moral norms, rules that operate within the society. This is the main content of professional activity. After all, the person of honor is one who clearly understands the purpose and purpose of his actions, understands his own professional duty, his tasks under any conditions.

Through the content-forming function, the readiness of the future teacher to the professional activity is actualized, the activity and originality in the decision of pedagogical situations is revealed, the author's style is being developed.

Normative-regulatory function ensures the quality, perfection and integrity of professional activity. The mechanism of functioning of the teacher's professional honor, as mentioned earlier, is related to the construction of a socially oriented system of criteria by the teacher, norms governing his activities. So this function directs behavior in accordance with generally accepted moral norms of society, which determine professional activity and moral self-regulation, as well as professional ethics of the teacher. Professional honor implies awareness of the future teacher of their actions and readiness to be responsible for professional behavior, consequences of their actions.

The implementation of normative-regulatory function in the structure of professional teacher's honor provides perception, which involves understanding the information, reflecting objective reality and orientation in socio-cultural and professional activities. Considering perceptions in the structure of the professional honor of the teacher, we distinguish characteristics such as awareness, comprehension.

This function, according to psychologist K. Dyachenko, determines the social behavior of a person. In its turn, each social group is determined by a certain limit of honor. Every person constantly strives to protect and establish himself as a worthy man, honor. It almost always acts "on display", considers public opinion as its own identity and that is why society considers it as a person of honor (Dyachenko, 1999).

The next is an integrating function. The category of professional honor combines such concepts close to it as reputation, authority, sense of moral duty, moral responsibility, conscience, etc. The notions of reputation

and authority determine the behavior, actions of each individual or social group and their moral assessment from others. Reputation is positive in the event that the behavior meets the generally accepted moral standards. If a person or a particular social group is persuaded for their reputation and authority, then they attribute professional honor to high moral values. A person who loses his honor does not care for his reputation - there is no corresponding authority on the part of society.

The professional honor of the teacher is manifested in the awareness of his social role, his loyalty to the chosen profession, the service of the public interests and interests of the profession, freedom of choice, moral conduct, etc. The integration of the qualities of the person is subject to certain regularities: as a result of the allocation of the dominant component (needs, interest, social setting) an appropriate grouping around this dominant of other moral qualities begins. Due to this, a fully developed personality is formed. That is, professional honor characterizes the personality not only on the one hand, but also defines as a system of values, relations characteristic of it. The more developed the sense of professional honor, the more complete is the system of manifestations, and the integrity - this is the high level of formation of a phenomenon. This characteristic also applies to professional honor.

The inductive function is manifested in the fact that the feeling of professional honor awakens new demands, needs, motives that allow him to evaluate it from the point of view of certain moral values and, at the same time, are mechanisms of self-esteem, ability to reflect. This function determines the direction of professional activity of the future teacher. Professional honor acts as the regulator of the teacher's behavior, becoming the basis on which he sets goals, makes decisions, performs certain professional tasks. Any influences and demands will only become motivations of behavior when they are emotionally perceived and enter into a range of their own needs and interests. If a person does not have an actual need to perform an action, but realizes the need to perform, then professional honor creates an auxiliary motivation, changing the meaning of the action (giving it significance).

Incitement creates the appropriate system of motives: from natural needs to higher motives associated with the experience of moral values. If we proceed from the understanding of professional honor as an estimated moral category, then its main characteristic will be the subjugation of personal motives to socially significant.

Thus, the analysis of the functions of professional honor allowed to simulate the structure of the professional honor of the teacher, in which we

distinguish the cognitive, emotional-value and activity-behavioral components.

The cognitive component is characterized by the understanding of the future teachers of the phenomenon of professional honor, the notion of oneself as a person of honor; peculiarities of the system of value orientations of future teachers and determination of place in the system of valuable orientations of moral and ethical category of honor; the ability to understand their own emotional states and those of other people, their ability to recognize and identify, understand the causes of their occurrence and be able to verbalize them. This component stems from the awareness of their professional and personal position, aimed at understanding their own selves, their feelings, achievement of the desired mutual understanding with others; covers the processes of formation, transmission of information, taking into account the ideas and proposals of all participants in pedagogical interaction.

In course of the constructive influence on the cognitive component of professional honor, there is a correction of the processes of understanding and differentiating the moral qualities of the individual, transforming the distorted, non-constructive and contradictory moral beliefs into adequate, activating the development of the ability to moral reflection and self-reflection, expanding the scope of moral knowledge of the students as a whole.

Formation of the emotional and value component involves actualization in the moral consciousness of future teachers of subjective significance, value attitude to the indicated cognitive formations, revision of the hierarchy of value orientations and their improvement. The emotional and value component is manifested in indicators of benevolence, empathy, ability to perceive oneself and others, characterized by manifestations of compassion, empathy, adequately perceive their own actions, experiences, failures, understand the causes of their occurrence and prevent them. This component is determined by the internal perception of the content of professional activity by the future teacher and identifies the necessary emotional experiences on the part of the students to the sociocultural environment; reflects the feelings of subjects of pedagogical interaction, characterizes the emotional sphere of the teacher, his attitude to the chosen profession, to students, points to self-esteem and awareness of their own abilities.

Insufficiently formed emotional-value component leads to emotional burnout, self-esteem, displacing of the vector of development of the ethical position of the future teacher. While excessive development leads to the fact

that reflection passes into the stage of "self-immolation": the teacher loses the determination in professional activity.

The activity-behavioral component of professional honor involves the desire of the future teacher to be perceived by other people, to win sympathy, respect, to increase his credibility, to establish himself in the eyes of others; regulation of behavior according to the attitude of another person as a value. This component contributes to the choice of strategies and tactics of moral behavior of the individual in relation to other people, promotes self-assessment of the individual and presents an initial motive for the implementation of moral action.

Consequently, we came to the conclusion that certain functions and structural components reveal the role of honor in shaping the professional position of the future teacher and determine the motives and success of his teaching activity.

5. Findings

The results of the study indicate the achievement of the goal, the completion of certain tasks and are the basis for formulating the following conclusions:

1. The results of the analysis of the views of scientists on the understanding of professional honor and peculiarities of its upbringing with future teachers indicate the diversity of approaches (personality-oriented, activity-oriented, individual, competent, acmeological, professional) to the disclosure of this problem. While researching honor as a key definition, individual scholars view it through the lens of historical retrospect, which convinces the importance of the phenomenon of our study. It is stated that the problem of education of professional honor is relevant both for the research of domestic and foreign scientists.

The essence of the key concepts of the study is clarified and the structure of the phenomenon under study is determined. The concept of "*professional honor of the teacher*" is defined as an integral personal-professional quality, which manifests itself in the process of professional duties, defines decent behavior in relation to the subjects of pedagogical interaction and recognizes the child as the highest value, as well as undergoes social evaluation and recognition.

2. The main structural components of professional honor are cognitive, emotional-value and activity-behavioral, which determine the state of upbringing of a particular quality.

The conducted research does not exhaust the versatility of theoretical and practical searches for solving the problem of educating the professional honor of future teachers. *The prospects of further research* are seen in the in-depth study of the features of upbringing of the professional honor of future teachers, in the study of mechanisms of influence on the characteristics and structure of the main components of the professional honor of future teachers. Important for its further study, in our opinion, is the development of methods of diagnosis, the creation of a holistic concept of formation of personal and professional qualities of the teacher both at the stage of vocational training and at the stage of postgraduate education, as well as the study of foreign experience of the theory and practice of the phenomenon under study.

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