

LANGUAGE, CULTURE, COMMUNICATION**ETHICAL AND PSYCHOLOGICAL ASPECTS OF EDUCATIONAL EXPERTS
BUSINESS RELATIONS ON CONDUCTING INSTITUTIONAL AUDIT****Lyudmila Aleksieienko-Lemovska**

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Summary

The article considers the basic principles of professional ethics of educational experts in conducting institutional audits of educational institutions, including the rule of law, public interest as the main criteria of professional activity of an expert, professional competence, exclusion of self-profit actions, objectivity and independence, confidentiality of information, etc. The rules of interaction with representatives of educational institutions engaged in educational activities are presented. Emphasis is placed on the psychological aspects of business relations and relationships with colleagues. It is noted, that the work of an educational expert does not only require comprehensive knowledge of legislation in the field of education, but also includes certain moral obligations based on generally accepted norms, which guide the expert in conducting institutional audits in educational institutions.

The Code of Professional Ethics of an institutional audit expert in educational institutions is a set of moral and ethical obligations and requirements based on generally accepted norms, which experts have to follow during the institutional audit procedure in educational institutions.

The following theoretical research methods were used to solve certain problems: systematic analysis, comparison, systematization, classification and generalization of scientific and methodological literature on the problem; method of systematic analysis of philosophical, psychological-pedagogical, sociological literature for theoretical generalization of leading scientific approaches; interpretation of key provisions of the study.

Keywords: professional ethics, psychology of business relations, competence approach, educational process.

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1. Introduction

The urgency of this problem is caused by: the changes in the legal aspect of national education, updating the legal and regulatory framework of Ukraine; objective requirements for the development of a system for ensuring the quality of education in educational institutions; society's requirements for educational experts capable of self-development and self-education in the innovative professional environment; the need to ensure a high level of pedagogical interaction between educational experts and participants in the educational process; the need for a systematic approach to the problem of developing professional competence in the field of education; the need for practice in methodological support of the process of implementing a competence-based approach in the professional training of educational experts; activation of the role of professional competence, relevant in the context of modernization of modern pedagogical education.

Changes taking place in the modern education system are determined by the need for increased teachers' professional development and professionalism, their professional competence. The competence-based education model arises from education modernization aimed at preparing the individual for life, identity formation, as well as general preparation for the fulfillment of the whole range of social functions. As a result, there is a shift in the assessment of educational outcomes from the concepts of "education", "good breeding", "preparedness" to the ideas of "competence" and "competency". Professional and pedagogical competence covers the field of knowledge and methods of forming a set of skills and determines the dependence of the development of this competence on the quality of professional activity.

The work of an expert does not only require a comprehensive knowledge of legislation in the field of education, but also imposes certain moral obligations, based on generally accepted norms, which guide the expert in conducting institutional audits in educational institutions and measures in the framework of state supervision (control) in education.

The purpose of this study to develop is the basic principles of professional ethics of educational experts in conducting institutional audits of educational institutions.

The methodological basis of the research is developed based on taking into account the provisions of functional-activity, axiological, universal, personality-activity approaches.

2. Business relations of the educational experts'

The realization of systemic educational reforms is envisaged by the changes that have occurred in the legal aspect of national education, updating the regulatory and legislative framework of Ukraine: the Laws of Ukraine "On Education", "On Secondary Education" and others. The dominant feature of these changes is human-oriented education, that is, education for a person, and its core is the developmental, cultural-creative content of teaching and educating a responsible, competent person. It is noted that education is a State priority, which ensures the innovative, socio and economic and cultural development of society.

According to Ukrainian legislation, the institutional audit, the purpose of which is to assess the quality of education and the quality of educational activities of an educational institution, involves experts – teachers who have passed certification and / or have the highest qualification category, Heads (deputy heads) of educational institutions that have passed the institutional audit, as well as other specialists with higher professional education and / or professional qualifications of a teacher, practical work experience in an educational institution for at least 5 years and have undergone appropriate training.

Under conditions of modernization of education, the transition from theory to practice requires competent thinking from a modern specialist. A competent specialist is characterized by knowledge in his subject area, personal and humanistic orientation, possession of modern pedagogical technologies, the ability to integrate with experience, creativity in the professional sphere, the presence of a reflective culture. Key principles emerging from theoretical approaches features characterizing human morality (*Tomasello M., Vaish A., 2013*).

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Since the teaching profession is simultaneously transforming and managing, the concept of a teacher's professional competence expresses the unity of his theoretical and practical readiness to carry out teaching activities and characterizes his professionalism. In this regard, professional competence is determined by the level of manifestation of professional readiness for the implementation of professional activity (*Edwards R., 2006*). The professional competence of an educational expert is the ability to solve professional problems, tasks in the context of professional activity; the stock of knowledge and skills, which determines the effectiveness and efficiency of labor, a combination of personal and professional qualities. It is determined by a motivated desire for continuous education and self-improvement, a creative and responsible attitude to work. The competence of a specialist – teacher is manifested in his knowledge, awareness, authority in the pedagogical field (*Sharmakhd N., Piters Dzh., Bushati M., 2018*).

The professional competence of educational experts in conducting the institutional audit of educational institutions is an integral multi-level professionally significant characteristic of the personality and activities of a specialist, based on effective professional experience; reflecting the systemic level of functioning of methodological, methodological and research knowledge, skills, experience, motivation, abilities and readiness for creative self-realization in expert activity, presupposes an optimal combination of methods of professional scientific-pedagogical and pedagogical activity (*Aleksieienko-Lemovska L., 2020*).

So, thus, the need to develop the educational experts' professional competence in conducting institutional audit in educational institutions is due to new trends in the information society associated with the accumulation of scientific knowledge and the need to find effective mechanisms for its transfer and use.

3. Basic principles of an expert's professional ethics

The Code of Professional Ethics of an institutional audit expert in educational institutions is a set of moral and ethical obligations and requirements based on generally accepted norms, which experts have to follow during the institutional audit procedure in educational institutions.

The Code defines the rules of moral conduct of specialists who have been trained according to the curriculum which includes the establishment of the authority of an individual as an expert who can be involved in conducting an institutional audit in educational institutions.

The Code aims at strengthening the standing of public authorities and experts involved in conducting institutional audits in educational institutions as part of expert groups.

The code also aims at the increase of educational institutions' confidence in the results of experts' conclusions and helps with providing a common moral and legal basis for agreed and effective actions during the conduction of institutional audits in educational institutions.

1. The principle of Rule of law.

An expert is obliged to strictly follow requirements of the Constitution of Ukraine, Laws of Ukraine «On Education», «On the Basic Principles of State Supervision (Control) in the Sphere of Economic Activity», Resolution of the Cabinet of Ministers of Ukraine «On procedures of the Education Quality Monitoring», decree of the Ministry of Education and Science of Ukraine «On procedure of the institutional audit of educational institutions», provision of the State Service For Education Quality, provision of Department of The Sate Service For Education Quality in region, etc.

In private life, an expert is also obliged to comply with the law and not to directly or indirectly contribute to the commitment of offenses by others.

The expert should promote the establishment and practical implementation of the principles.

2. The Principle of Public Interest.

The interests of society, the interests of educational institutions are the main criteria of an expert's professional activity.

During the work an expert is guided by the moral principles of honesty, trust, justice, respect, reliability and responsibility.

The expert has no right to subordinate the public interest to the private interests of individuals or groups, to act in favor of private interests, to make anything that can harm the society, or to condition the performance of official duties to personal interest.

3. The Principle of Professional Competence.

An expert is obliged to refuse to provide professional activities that go beyond professional competence or do not correspond to the profile of his or her activity.

An expert is responsible for the validity of their conclusions in order to prevent the possibility of revocation or reconsideration of the decisions taken.

An expert is obliged to maintain the required level of their professional competence.

4. The principle of Exception of profiteering actions.

This principle includes honest and selfless performance of expert's duties, integrity of the expert.

It also includes the absence of any promises contrary to the appointed responsibilities.

5. The principle of Objectivity and independence.

An expert's conclusions and recommendations should be based on objective information.

Prevention of anyone's personal bias and elimination of any form of pressure from any party involved in the institutional audit that can influence the objectivity of the experts' conclusions.

Adherence to the constancy and integrity in the production of reporting documentation despite possible pressure in order to alter the results of the institutional audit.

6. The principle Rules of interaction with representatives of educational institutions engaged in educational activities.

Restraint and patience;

Exception of incorrect statements, rudeness, tactlessness;

Respect to the colleagues' decisions;

Demand for complete and objective information.

The expert is responsible for the concealment or falsification of information and in case he did not insist on complete information;

Ability to act clearly and take decisions in stressful situations;

Do not allow public statements about the progress and preliminary results of the institution audit.

7. The principle of Confidentiality of information.

Keeping the confidential or sensitive information secret;

Not using any confidential information in personal interests, interests of third parties;

Publication or other disclosure of confidential information is not a violation of professional ethics in cases where it is allowed by the educational institution or public authority, taking into account the interests of all parties, and when it is presupposed by regulations or judicial decisions.

8. The principle of Relationships with colleagues.

Do not discuss colleagues' personal or professional qualities, as well as to evaluate their work;

Do not present for public discussion or publication any information that defames colleagues;

In the situations of conflict and manifestations of contradictory assessments all parties have to ensure transparent discussion of all (including opposing) opinions, avoid conflicts of interest, resolve all disputes on the basis of facts and openness; all parties have to adhere to a collegial model of decision-making.

According to the definition of the "professional competence" concept, it is proposed to assess the level of the educational experts professional competence in conducting institutional audit in educational institutions using three criteria: possession of modern pedagogical technologies and their application in professional activities; readiness to solve professional subject problems; the ability to control their activities in accordance with the accepted rules and regulations.

4. Conclusions

The analysis of the current stage of the professional pedagogical education development allows us to assert that the improvement of the training system and retraining of educational experts in conducting institutional audits in educational institutions should be considered not only from the point of view of mastering the theory and teaching methods, mastering pedagogical concepts, but also from the point of view of high level of their readiness and ability to solve non-traditional pedagogical problems in various situations of the educational process, determining the need for systematic purposeful work to develop the professional competence of educational experts, that is, to introduce a pedagogical model of its formation.

The work of an expert does not only require a comprehensive knowledge of legislation in the field of education, but also imposes certain moral obligations, based on generally accepted norms, which guide the expert in conducting institutional audits in educational institutions and measures in the framework of state supervision (control) in education. The Code defines the rules of moral conduct of specialists who have been trained according to the curriculum which includes the establishment of the authority of an individual as an expert who can be involved in conducting an institutional audit in educational institutions.

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