

PEDAGOGY AND EDUCATION

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ETHICAL AND PSYCHOLOGICAL ASPECTS OF BUSINESS RELATIONS OF EDUCATIONAL EXPERTS ON CONDUCTING INSTITUTIONAL AUDIT

***Abstract.** 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.*

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

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.

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.

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. 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 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



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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.

So, 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.

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