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VALUE-BASED PRINCIPLES AND ETHICAL STANDARDS OF INTERACTION AMONG PARTICIPANTS IN THE EDUCATIONAL PROCESS UNDER BLENDED LEARNING CONDITIONS FOR FUTURE QUALIFIED WORKERS IN VOCATIONAL EDUCATION INSTITUTIONS

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Abstract

Relevance: The need to highlight the issues of forming and developing value-based principles of interaction among participants in the educational process of vocational education institutions is determined by society's requirements for the moral and ethical standards of social communication and the implementation of modern education under blended learning conditions using digital technologies and internet platforms.

Purpose: To identify and substantiate modern requirements for the value-based principles of educational process participants, as well as the forms and means of their implementation under blended learning conditions for future qualified workers in vocational education institutions.

Methods: The study of theoretical and methodological sources, legislative acts, regulatory documents, and empirical data to understand the essence of the value-based principles of educational process participants in vocational education institutions, which are revealed in their interaction under the implementation of blended learning during the preparation of future qualified workers in vocational education institutions; theoretical synthesis and analysis, generalization, and systematization of scientific approaches to the research problem to determine modern requirements for value-based principles and ethical standards of interaction among participants in the educational process of vocational education institutions; formation of conclusions.

Results: Modern requirements and means of implementing value-based principles and ethical standards that reflect the personal and civic positions of participants in the educational process under blended learning conditions for future qualified workers in vocational education institutions are highlighted and summarized.

Conclusions: Key competencies that need to be formed and developed in the vocational education system for the preparation of qualified workers in various specialties are identified; value-based principles reflecting personal and civic characteristics in the activities of future specialists are highlighted and substantiated. The essence of the concepts of value orientations, pedagogical ethics, ethical standards of participants in the educational process, digital etiquette, and the main ethical principles of participants in the educational process are revealed; conditions for the development of the value-based and activity aspects of personality, requirements for the implementation of modern strategies of social progress, and rules for ethical and effective interaction of participants in the educational process in cyberspace are disclosed.

Introduction. Each stage of societal development establishes its specific requirements for socio-psychological interaction within the education system, particularly in the system of professional training for future workers. These requirements focus on the formation of socially-personal competencies (commonly referred to as soft skills) necessary for each specialty, as well as basic abilities aimed at helping qualified professionals solve complex problems in a rapidly changing world.

The Law of Ukraine "On Education" states that "the purpose of education is the comprehensive development of a person as an individual and the highest value of society, their talents, intellectual, creative, and physical abilities, the formation of values and competencies necessary for successful self-realization, the education of responsible citizens capable of making conscious social choices, directing their activities for the benefit of other people and society, enriching the intellectual, economic, creative, and cultural potential of the Ukrainian people on this basis, increasing the educational level of citizens to ensure the sustainable development of Ukraine and its European choice" (Про освіту. Закон України, 2017). According to the defined purpose, the approved Standards of Professional Education for 2023 and 2024 highlight common key competencies for different specialties, including communicative competence, personal, social, and learning competences, civic and legal competence, environmental competence, and others (Затверджені стандарти професійної освіти 2023, 2024). These abilities are aimed at forming important personal and civic value orientations, which are realized in a person's activities, interpersonal relationships, civic manifestations, form environmental awareness, and motivate self-education, self-development, self-determination, and goal-setting.

Sources of research. The issue of effective interaction among participants in the educational process is a classical paradigm of scientific research from the inception of education to the present time. The value foundations of participants in the educational process and the moral and ethical principles of interaction in the educational field have been studied from various scientific perspectives by Socrates, A. Wallon, M. Heidegger, G. Hegel, J.-F. Herbart, W. Humboldt, W. Dilthey, A. Diesterweg, J. Dewey, É. Durkheim, I. Kant, J.-A. Comenius, J. Korczak, A. Makarenko, M. Montessori, V. Sukhomlinsky, J. Searle, P. Freire, R. Steiner, K. Jaspers, and other world classics. Axiological approaches to personality formation in the educational process are revealed in contemporary Ukrainian studies by V. Andrushchenko, I. Bekh, T. Hrabovska, I. Zyazyun, I. Isayev, K. Korsak, V. Kremen, D. Leontiev, O. Okseniuk, N. Rozov, N. Svetlova, I. Stepanenko, O. Sukhomlynskaya, O. Tepla, S. Khrypko, H. Yatsenko, and others.

The value foundations of state policy in the field of education and the principles of activity of participants in the educational process are defined in the Laws of Ukraine "On Education" (2017), "On Higher Education" (2014), "On Professional (Vocational-Technical) Education" (1998), "On Professional Pre-Higher Education" (2019) and other legislative acts of our state, as well as in international documents such as the Bucharest Declaration of Ethical Values and Principles of Higher Education in Europe (2004), the Pedagogical Constitution of Europe (2013), the Recommendations of the Council of Europe "Ethical Behavior of Participants in the Educational Process" (2015), and others.

The purpose of the article is to disclose and substantiate modern requirements for the value foundations of participants in the educational process, as well as the forms and means of their implementation in the context of blended learning of future qualified workers in institutions of professional (vocational-technical) education.

The research methods involve: studying scientific sources, legislative, regulatory documents, and empirical data to clarify the essence of the value foundations of participants in the educational process of vocational (vocational-technical) education institutions, which are revealed in their interaction in the conditions of blended learning in the training of future skilled workers in vocational (vocational-technical) education institutions; theoretical analysis and synthesis, generalization of scientific approaches to

the studied problem to determine modern requirements for value foundations and ethical principles of interaction among participants in the educational process of vocational (vocational-technical) education institutions; and the formulation of conclusions.

Results and discussion. During the research, theoretical materials were processed, allowing the essence of terms such as value orientations, core pedagogical values, and ethics to be determined. This theoretical basis enabled the identification of the applied tasks of pedagogical ethics in modern conditions, as well as the ethical principles that all participants in the educational process must adhere to. An analysis of the main principles of netiquette and digital etiquette allowed the expansion of the definition of requirements for the ethics of interaction among participants in the educational process in the conditions of blended learning, which combines the most effective forms and methods of face-to-face and online education.

According to the interpretation provided in the Ukrainian Pedagogical Dictionary by Goncharenko S. U., "value orientations are a selective, relatively stable system of directing the interests and needs of an individual, focused on a certain aspect of social values. Value orientations are formed in the process of an individual's social development, their participation in working life. The upbringing of a person can be considered as the management of the formation or change of their value orientations" (Гончаренко С. У., 1997).

Undoubtedly, education should purposefully influence the process of forming personal values and value orientations of the younger generation through the application of various teaching and upbringing methods, through the specifics of interaction with peers and teachers, through the influence of the corporate culture of the educational institution, etc.

Teachers and their system of value-content orientations play a special role in forming the value foundations of education seekers. The moral and ethical qualities of teachers, their image, and behavior significantly influence the formation of behavioral models and worldviews of students, acting as a regulator of interpersonal relationships both within the student collective and beyond. The Pedagogical Constitution of Europe identifies the main pedagogical values as "tolerance, democracy, peace-loving, environmental safety, human rights and solidarity, mercy

and conscience, responsibility" (Педагогічна Конституція Європи, 2013). The mentioned requirements of the European document once again orient towards the idea that the spiritual values of education seekers should be consolidated in their consciousness meaningfully, through the influence of teachers' guidance and personal example, as opposed to the transmission of subject knowledge from various academic disciplines (Ціннісні орієнтири сучасної української школи, 2019, с.2).

The concept of value is usually interpreted as things, events, facts, etc., important to an individual (Heidegger Martin (1996) et al.). The concept of "value" can also be considered as a certain useful object for meeting needs (Maslow A. (1999) et al.); as the goal of human aspirations (Шрейдер Ю., 1999 et al.); as established obligatory norms (О. Краєва, 1995; Л. Орбан-Лембрик, 2003 et al.) etc.

In the Philosophical Encyclopedic Dictionary, it is noted that values are usually divided into lower and higher values. Lower, or material values, satisfy the biological needs of humanity, while higher values are spiritual. A feature of spiritual values is their internal, conscious potential. Spiritual values can be religious, moral, aesthetic, political, legal, as well as individual, collective, and universal. Universal or common human values are considered those that are shared by different peoples, cultures, etc. (Філософський енциклопедичний словник, 2002).

Historical experience of human development proves that progressive civilizational changes directly depend not only on global influences and challenges but primarily on the human factor, characterized by the conscious adherence of people to spiritual values as personal behavioral regulators. In this context, relying on practical experience and the opinions of scholars who have studied the impact of value orientations on social development, it can be stated that youth is one of the first social groups to respond to changes occurring in society. The nature and direction of such responses directly depend on the moral and ethical principles and values that have been consciously formed in the educational process of the younger generation or on random influences, which in such cases cause unpredictability and unconsciousness in behavior (Nguyen T. T., Deci E. L., 2016).

In this context, in order for the idea of education based on spiritual values not to be nullified or marked as an unnecessary formality, it is necessary to

adhere to the requirements defined in the content of the "Value Orientations of the Modern Ukrainian School," according to which "all participants in the educational process, regardless of age, knowledge, experience, or social status, should feel the need to critically evaluate themselves and self-improve" (Ціннісні орієнтири сучасної української школи, 2019, p.2).

Considering the importance of the educational component in the formation and development of the personality, it is important to determine the goals, tasks, forms, and methods of forming the value foundations of the younger generation in the Ukrainian education system. In this context, the value of education for the moral and spiritual development of each person should be determined by the substantial direction of the education system towards spiritual universal values and orientations. Considering that education, as defined in the Law of Ukraine "On Education," is the basis of the intellectual, spiritual, physical, and cultural development of the individual, its successful socialization, economic well-being, and the guarantee of the development of a society united by common values and culture, and the state (Про освіту. Закон України, 2017), it is appropriate to consider education as one of the most important life values of humanity.

At the same time, fulfilling its historically defined tasks of developing the personality and preparing it for conscious active activity, the education system, along with subject knowledge, should be oriented towards the formation of spiritual values and ideals that are essential and demanded in society.

In a complex, dynamic, and unpredictable time of contemporary realities, the process of educational development of a person must form an innovative component of their personality, psychological readiness for change, and a desire to independently influence changes. Such tasks require the ability to evaluate being and events that occur, the degree of their compliance with universal spiritual values, societal needs and interests, and their relevance to one's own goals and needs.

The issues of the formation and development of a person's value and moral orientations are studied by ethics. The essence of the concept of ethics (Lat. ethica, from Greek ἦθος – custom, character) in the electronic Encyclopedia of Modern Ukraine is defined as "a system of moral norms and values inherent in a particular community, social, professional, or other group of people." It is noted that ethics focuses on the issues of the essence and practical manifestations of morality, examines the features of moral norms and values, determines the moral aspects of human consciousness, activities, and communication (Енциклопедія Сучасної України). Accordingly, pedagogical ethics can be interpreted as the science of the regularities of the formation and development of moral norms, requirements, values, and principles determined by the specifics of educational activity and realized in the relationships between the teacher and students, their parents, the administration of the educational institution, stakeholders, as well as in the relationships of the teaching staff, primarily determined by the personal qualities of the participants in the educational process.

According to Melnychuk L. B., the theoretical and applied tasks of pedagogical ethics in modern conditions can be defined as the formation of a humanistic orientation of pedagogical activity, the orientation of the teacher's personality towards the moral education of students; identification of factors that contribute to the increase of the moral level of the teacher and students or, conversely, hinder this process; investigation of the connection between the moral experience of students and their parents; solving problems of moral motivation of pedagogical activity, its moral, material stimulation, and public recognition (Melnychuk L. B., 2021). The comprehensive implementation of the outlined tasks of pedagogical ethics, in our opinion, will promote the moral education of students, the development of humanistic values of the pedagogical community, and have a positive impact on other participants in the educational process.

The recommendations of the Council of Europe "Ethical Behavior of Participants in the Educational Process" define 14 ethical principles that all participants in the educational process must adhere to, including: integrity; honesty; sincerity; openness; respect for others; reliability; responsibility; benevolence; democratic and morally-ethical management in the educational field; ensuring the quality of education; self-development and improvement of the education system; adherence to the principles of institutional autonomy; international cooperation (Document on "The ethical behavior of all actors in education", February, 2015).

In the context of the widespread use of digital information and communication technologies in education, new requirements for the interaction of participants in the educational process in cyberspace arise. During the pandemic and severe restrictions caused by the brutal war of aggression in Ukraine, there was a need to organize the educational process in a remote and/or mixed format using the internet and computer technologies. The practice of implementing internet interaction led to the definition of new norms regulating such activities based on the moral and ethical norms and principles of live communication.

The requirements for effective communication in cyberspace are determined by a set of rules, guidelines, and principles (Crystal, D., 2004). The rules of communication in the internet space are designated by various terms in scientific literature, such as netiquette, network, or digital etiquette. The term netiquette is formed by combining the bases of two English words "network" (netiquette – net) and "etiquette" (etiquette) and is used to denote the requirements for communication in chats and other internet forums (Chandler, D., 2011).

The rules of netiquette, like most modern behavioral norms, have been formed based on practical experience to ensure the most favorable conditions for interaction among various network users. These norms are usually not reflected in legislative acts and do not entail any sanctions other than public disapproval. The general rules of netiquette were defined by Virginia Shea in a work titled "Netiquette" in 1994, yet they remain relevant even after 30 years. Among the important principles of netiquette, Virginia Shea identifies the following requirements: always be polite; use appropriate symbols to indicate emotions; do not break the law; always reference original sources; respond appropriately to the topic or task; respect others' time and needs; write correctly; do not send anonymous letters and messages; help others when needed; avoid conflicts and do not provoke others. According to Virginia Shea, the basis of netiquette is simplicity, good manners, and business politeness (Shea, V., 1994).

In the context of internet communication, only the most constructive and useful moral and ethical norms are established. Among the most general moral principles, the principle of humanism and humanity can be included, which is embodied in the requirements to be polite, tactful, correct, courteous, modest, and precise; the principle of appropriateness of actions, which necessitates behaving constructively, simply, and conveniently for oneself and others; the principle of maximum attention and respect for the uniqueness and traditions of different peoples and social communities, which is extremely important in a multicultural society and free internet communication (Андрійченко, Ж., Близнюк, Т., & Майстренко, О., 2021).

The widespread use of blended learning technologies in professional education has made it possible to determine that the main requirement for ensuring the effectiveness of the educational process in a digital environment is adherence to ethical norms both during educational sessions and in extracurricular activities. The experience of organizing the educational process in a blended format has revealed issues related to violations of certain ethical norms of business communication by participants in the educational process, which is important to focus on to eliminate them. This primarily concerns the ethics of email communication; the ethics of communication on social networks; the ethics of communication during video conferences; the image of educational process participants during online connections. It is proposed to focus more specifically on each of these positions.

Nowadays, electronic correspondence is one of the traditional forms of interaction between teachers and students. At the same time, when using email, some participants in the educational process make certain mistakes that violate the ethics of business communication. This includes, in particular, illiteracy, the mismatch of the form and content of the written to the requirements of business correspondence, and the anonymity of letters and messages.

An important resource for the interaction of educational process participants in blended learning conditions has become social networks, which have recently been actively integrated into the educational process and provide (given the availability of electricity and the internet) accessibility, speed, and the possibility of interactive interaction. At the same time, during communication on social networks, violations of moral and ethical norms are sometimes noted, which can only be corrected by the establishment of clear interaction rules by the institution administration or the teacher in the specified format, which must

be obligatory for all participants in the communication processes.

In the conditions of blended learning, it is widely practiced to conduct classes in the format of video conferences. The main problem is to make students work with their cameras on, which is necessary to maintain discipline among the learners and ensure better interaction during the class. Working with the camera off is allowed only in exceptional situations related to technical difficulties, or if the audience of the session exceeds 100 participants. An important ethical aspect in the digital educational environment is the image of the participants in the educational process. In this context, generally accepted ethical norms of official communication should apply. Participation in classes in the format of video conferences implies adherence to business dress code by all participants and proper preparation of the workplace, which are mandatory and obvious requirements for organizing the educational process.

Familiarizing participants of the educational process with the rules of business etiquette during online communications improves the quality of classes and, therefore, the quality of education. Students must know the basic rules: registering under their own names, turning on the camera, turning the microphone on and off, paying attention to the background, etc. Before starting work in an online format, the teacher must discuss with the learners all organizational issues of interaction on the internet, which may arise. This concerns possible delays, the need to disconnect during the class, forms of feedback, discussions of educational material, and asking questions.

The norms of behavior when organizing the virtual learning process should be the same as in everyday life. Every participant in the educational process should adhere to the culture of communication, avoid rudeness, and prevent conflict situations. The atmosphere in the classes should be tolerant and democratic, contributing to the disclosure of the educational and creative potential of the learners. It is an indisputable fact that the teacher's behavior significantly impacts the quality of material assimilation by the learners and their self-realization, shapes the image of the teaching staff, and is the basis of the corporate culture of the educational institution. Pedagogical ethics determine the prestige of teaching work, its

social perception, and the effectiveness of professional development. Adherence to ethical norms by all participants in the educational process is a necessary condition for the effective progress of the training of future professionals.

Conclusions. As a result of studying the issue of defining the value foundations and ethical principles of interaction between participants in the educational process in the conditions of blended learning for future skilled workers in vocational education institutions, key competencies that should be formed and developed in the system of vocational education for the training of skilled workers in various specialties have been identified. The value foundations reflecting the personal and civic positions in the activities of future specialists have been outlined and substantiated. The main ethical principles of the participants in the educational process and the conditions for the development of the value and activity aspects of personality, the rules of ethical and effective interaction of participants in the educational process in cyberspace have been revealed. The conducted scientific research leads to the conclusion that values are important defining qualities of human essence, the main lever for the implementation of social interaction, and the basis of the meaning of human existence. Considering that the educational process should be directed not only at achieving academic success of the learners but also at the development of the spiritual and practical-oriented aspects of the personality (Артеменко А. Б., 2018), for the harmonious development of future skilled workers, it is necessary that collective interaction of all participants in the educational process is implemented in tolerant, sincere communication, based on such important moral and ethical components as respect, equality, justice, multiculturalism, democracy, empathy, integrity, responsibility, trust, patriotism, etc. (Ціннісні орієнтири сучасної української школи, 2019, с.4). In the conditions of socio-economic challenges and disruptions caused by Russian aggressive aggression, the formation and development of moral and ethical values of future skilled workers in vocational education institutions are one of the important directions for creating a cultural basis for the revival and progressive development of the Ukrainian nation and the civil society of our state.

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ЦІННІСНІ ЗАСАДИ ТА ЕТИЧНІ ПРИНЦИПИ ВЗАЄМОДІЇ УЧАСНИКІВ ОСВІТНЬОГО ПРОЦЕСУ В УМОВАХ ЗМІША-НОГО НАВЧАННЯ МАЙБУТНІХ КВАЛІФІКОВАНИХ РОБІ-ТНИКІВ У ЗАКЛАДАХ ПРОФЕСІЙНОЇ (ПРОФЕСІЙНО-ТЕ-ХНІЧНОЇ) ОСВІТИ

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Реферат:

Актуальність: визначається необхідністю висвітлення проблематики формування і розвитку ціннісних засад взаємодії учасників освітнього процесу закладів професійної (професійно-технічної) освіти, що визнача-ється вимогами суспільства до морально-етичних принципів соціальної комунікації та реалізації сучасної освіти в умовах змішаного навчання із застосуванням цифрових технологій та інтернет платформ.

Мета: визначити та обґрунтувати сучасні вимоги до ціннісних засад учасників освітнього процесу, а та-кож форми і засоби їх реалізації в умовах змішаного навчання майбутніх кваліфікованих робітників у закладах професійної (професійно-технічної) освіти.

Методи: вивчення теоретико-методологічних джерел, законодавчих актів, нормативно-правових докуме-нтів, емпіричних даних – для з'ясування сутності ціннісних засад учасників освітнього процесу закладів профе-сійної (професійно-технічної) освіти, що розкриваються при їх взаємодії в умовах реалізації змішаного навчання при підготовці майбутніх кваліфікованих робітників у закладах професійної (професійно-технічної) освіти; тео-ретичний синтез і аналіз, узагальнення та систематизація наукових підходів щодо проблематики дослідження з метою визначення сучасних вимог до ціннісних засад та етичних принципів взаємодії учасників освітнього про-цесу закладів професійної (професійно-технічної) освіти; формування висновків.

Результати: виділено та узагальнено сучасні вимоги та засоби реалізації ціннісних засад та етичних прин-ципів, що відображають особистісні та громадянські позиції учасників освітнього процесу в умовах змішаного навчання майбутніх кваліфікованих робітників у закладах професійної (професійно-технічної) освіти.

Висновки: визначено ключові компетентності, що мають формуватися та розвиватися в системі професій-ної освіти при підготовці кваліфікованих робітників різних спеціальностей, виділено й обґрунтовано ціннісні за-сади, що відображають особистісні та громадянські характеристики в діяльності майбутніх фахівців. Розкрито сутність понять: ціннісні орієнтації, педагогічна етика, етичні принципи учасників освітнього процесу, цифровий етикет та визначені основні етичні принципи учасників освітнього процесу; розкрито умови розвитку ціннісного та діяльнісного аспектів особистості, вимоги до реалізації сучасних стратегій суспільного прогресу, а також пра-вила етичної та ефективної взаємодії учасників освітнього процесу в кіберпросторі.

Ключові слова: *педагогічні цінності, педагогічна етика, етичні принципи учасників освітнього про-цесу, змішане навчання, цифровий етикет.*