



## The Educational Technology of Ethical Development for Students

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### ABSTRACT

The relevance of this work was connected with the problem of ethical competencies forming among future psychologists during their learning in university. The first task of research was to work out the technology of ethical development for students-psychologists. The structure of this technology included four main educational components: information support, research work, case-study and demonstration reports. Second task was to approve the technology of development of ethical competencies for university students. It was solved through using active learning methods in the context of constructivism approach. The methods of research were: theoretical analysis, "forming" experiment, content analysis, specially organized discussions, modeling, audio and visual methods, used for actualizing of main ethical problems in psychology practice and supporting of discuss processes among students. The main result of work was the new effective technology for learning of professional ethics among students - future psychologists. The technology includes theoretical and practical modules, combined use of which provides effective mastering of ethical competencies by students. Practical significance of the technology lies in the integration of theoretical constructs with active teaching methods and is determined by possibility of its use by teachers and graduate students of higher educational institutions within the framework of the discipline "Professional Ethics" for psychologists. The originality of technology is based on creation of special conditions, where students are given the opportunity to construct knowledge themselves, what increases their interest in discipline and activates the creativity.

**Keywords:** learning, competencies, technology, students, constructivism

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### **State of the literature**

- The orientation of modern education on innovative principles of a competitive specialist's forming is poorly consistent with obsolete technologies of teaching students in higher education.
- Literature sources don't provide enough research that reveals effective technologies of development of ethical competences of students of psychology in the higher education system, based on the principles of student's active participation in the design of learning processes.
- Educational technologies of development of ethical competences are usually based on traditional forms of learning, involving a clear separation of theory and practice, what makes it difficult for students to acquire theoretical knowledge.

### **Contribution of this paper to the literature**

- For the first time, a proven technology of ethical development for students of psychology in higher education institutions was offered within the framework of the discipline "Professional Ethics", which presents algorithms for integrating of theoretical materials with active forms of learning.
- Information, research, case and demonstration modules of technology have been distinguished and disclosed, the combination of which allows achieving effective mastering of ethical competencies by students of psychology in the educational process.
- The prospects for implementing of the principles of constructivism into educational technologies for teaching students in higher educational institutions are shown.

## INTRODUCTION

In modern labor market, the competitiveness of a specialist is determined not only by the presence of a diploma of education, but by mastering of the basic competencies, which are necessary for the successful implementing of his professional functions and efficient solving of professional tasks. Therefore, one of the main trends of the modern education is its focus on innovative, practical-oriented technologies, giving high effectiveness in learning.

During the process of professionalization, students of higher educational institutions study theoretical, theoretical-practical and purely practical disciplines. At the same time, it is proved, that the purely theoretical disciplines are the most difficult in learning, because they require the assimilation of much information without its practical training. As a result, students "remember" the material offered to them, often without critical evaluation and analysis. Moreover, after passing of the semester certification, students successfully forget it, as an "alien" information that hasn't found its place in the system of their professional coordinates. The solution of this problem, which is highly relevant for modern education, might be to create technologies, which are built on the principles of constructivism. These principles include using of algorithms for integrating the theory with practical exercises and

allow students to take part in design of learning content and to construct their knowledge by themselves, what increase their interest in discipline and activate their creativity.

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Professional ethics is a discipline, the content of which is saturated with big volumes of theoretical material, because it is connected with philosophical concepts and theories. Often, this specificity is an obstacle to the effective assimilation of ethical competencies. At the same time, the development of ethical competencies among students - psychologists is one of general tasks during their educational process. It's connected with the specific of their future work - establishing of relations with clients and providing of psychological safety during interactions with them. That's why ethical competencies are an important component in a model of effective practical psychologist. Thus, the productive assimilation of ethical competencies depends on the use of effective technologies, the development of which has an important place in the system of learning of students - psychologists.

#### LITERATURE REVIEW

The problem of creating a model of practical psychologist gets significant attention of many researchers (Balin, 2004; Kochyunas, 1999; Panok et al., 1999; Rogers, 1984; May, 2001; Vachkov et al., 2007). But the most part of studies ignores the idea of universality. Some approaches are too detailed in describing of the personal structure of practical psychologist. Some approaches describe the professional requirements and personal qualities of practical psychologist not systematically without focusing on ethical aspects. Other approaches describe models of practical psychologist in the context of single therapeutic direction (Kochyunas, 1999). And at last the most part of models are too abstract (McGrath, 2012; Budd, 1999; McConnell, 1984; Stabler, 1979; Gibson et al., 2006; Dickson & Levinson, 1949) - they say about necessity of ethical competencies in the activity of psychologist but doesn't focus on the methods and technologies of their development.

At the present time the development of ethical competencies in the professional activity of any specialist is an important component of the educational process in higher education institutions (Taylor, 2017; Mok & Jeong, 2016; Brandenberger & Bowman, 2015;

Buxarrais et al., 2015). The analysis shows the existence of various educational technologies for ethical development in such areas of learning as business (Seider et al., 2011), social work (Papouli, 2016), medicine (Melby et al., 2016; Vicentela et al., 2015) and nursing (Coleman & Dick, 2016), law and order (Xavier, 2016; Smith, 2015), physical culture (Santurio & Fernandez-Rio, 2014; Harvey et al., 2014), finance (Saat et al., 2014), IT-technologies and engineering (Bowden et al., 2015), archeology (Reid, 2014 ), journalism (Groshek & Conway, 2013) and many others. At the same time, the search for serious literary sources showed a shortage of research in educational technologies for ethical development among students of psychologists.

The technology proposed in this article reflects the synthesis of four main components of effective teaching of students in higher education institutions, which are represented by information, research, case and demonstration modules. An analysis of the sources proved the effectiveness of these components in learning.

The effectiveness of the information module in educational technologies is presented in the studies of optimal models of ethical development among medical students (Novaes et al., 2013) and the basic principles of ethical development in educational processes (Spector, 2016; Baykara et al., 2015; Grice & Franck, 2017; Schrier, 2015; Boni & Berjano, 2009).

The effectiveness of the research module is revealed in the studies of a research-focused service-learning project, which included such phases as: assessment, implementation, reflection and celebration (Gray et al., 2017).

The effectiveness of the case-study module is confirmed by the studies of the assessment of case methods in the learning of physicians in the patient safety (Mondoux et al., 2016), by the studies of the peculiarities of learning future teachers in physical education through using of methods of creating of projects of the design and diagnosis of the professional competences of a specialists in physical culture (Bystritskaya et al., 2015), by the studies of the specifics of the thematic studies in the framework of case-method in such disciplines as "English" and "Learning and education in foreign languages" (Abdrafikova & Konopatskaya, 2014). The effectiveness of the demonstration module in educational technologies is given in the study of the basic principles of using audiovisual instruments as a form of active learning (Brame, 2016).

In general, the analysis of literary sources showed the lack of educational technologies for the ethical development of students - psychologists and made it possible to assess through a number of articles the possibility of the effective use of the proposed modules: information, research, case and demonstration.

In this regard, there is a need to create a model of practical psychologist, which is quite structured, not excessively detailed and includes the methods of competence's development. Creating such model is a way of effectiveness increasing of programs of psychological education. This article is one of steps in creating such model. It presents the

ethical component in probabilistic model of practical psychologist and suggests the technology of development of ethical competencies of students – future psychologists.

### AIMS AND OBJECTIVES OF THE STUDY

The purpose of this article is the research of a technology for the development of ethical competencies of student-psychologists through the stimulation of their creativity and through the joint design of the educational process in the system “teacher-student”.

The main tasks were identified: to study effective forms of active learning, built on the principles of constructivism; to develop the basic modules of technology of development of ethical competences of students-psychologists; to test the developed technology among students of the Institute of Psychology and Education of Kazan Federal University in the discipline "Professional Ethics".

### MATERIALS AND METHODS

The experimental base of research was Kazan (Volga region) Federal University in Russia Federation. The participants of research were students – psychologists during learning such discipline as “Professional ethics”.

Methods of research were: “forming” experiment; theoretical analysis, content analysis; systematization; modeling; discussions; case study; interactive procedures and feedback; audio and video methods.

The leading method was “forming” experiment. The number of participants was 60. The procedure of creating of technology included working out its algorithm, instructions, psychological and educational instruments. The efficiency rating of technology included observations, interviewing, feedback and testing of ethical knowledge.

The theoretical analysis consisted in the study and systematization of psychological and pedagogical literature about using of effective educational technologies in the ethical preparation of psychology students and the effectiveness of using in the educational process such modules as information, research activity, cases and audiovisual demonstrations.

Modeling consisted in the design of probable processes during the implementation of the technology and included four stages. The first stage consisted in forming and systematizing of basic information materials, including the following didactic units as: ethics and professional ethics, the professional ethics of a psychologist, ethical principles in the work of a psychologist-researcher and a psychologist-counselor, ethical problems in the work of a psychologist-researcher and a psychologist-counselor. The second stage included the development of an algorithm for independent student research in mini groups (5-6 people): setting main goal by teacher (for example, highlight the ethical competence of a psychologist in Russian literary sources, or European literary sources, or American literary sources); questions and clarifications of students to the teacher; analysis of information

materials (both provided by teacher and found by students independently); synthesis in the form of a group report; presentation of the results. The third stage was the formation of a case database including probable ethical problems in the professional activities of a psychologist (payment, confidential information, client aggression, responsibility to the client, etc.). The fourth stage was the formation of a database of audio-visual means for their subsequent demonstration to students.

The discussions consisted of organizing joint debates both in mini groups (5-6 students) and with the whole audience. Topics of the discussions were: "The role of ethics in professional activity". "The role of ethics in the work of a psychologist". "Basic ethical principles in the work of a psychologist". "The most significant ethical principles in the work of a psychologist". "Possible violations of the ethical principles of psychological work". "Possible sanctions and consequences in violation of the ethical principles of psychological work".

Audio and video methods consisted of demonstrating various films that reflected the content of educational tasks.

## RESULTS

As a result of experimental work in the framework of discipline "professional ethics", the educational technology of ethical development for students was created. As a final result, the four main educational modules of this technology were determined: informational, research, case and demonstration.

### Creating of informational module

Informational module is first element of technology. It included theoretical knowledge for students, given in mini lectures. These lectures contained material about ethics, general ethical problems, general proposals of ethical code of psychologist and so on. The duration of every lecture was 20-30 minutes with subsequent discussions about its main questions. These discussions included work in mini groups where students were thinking about content of lecture and were creating their own understanding of material. As a result - presentation of group work and feedback from other students.

### Creating of Research module

Research component is second element of technology. It included independent work in mini groups. During realization this component students had to solve research problem. They received task - to explore literature sources and distinguish personal characteristics of practical psychologist, connected with ethical competencies. As a result - research report and its presentation to teacher and other students. At final stage students integrated all reports and created common list of all distinguished characteristics. Before research students received some information.

First, their characteristics have to reflect the basis for realization of general ethical principles. There are four general principles according to ethical code of psychologist, accepted by the Russian Psychological society (Code of Ethics of the Russian Psychological Society, 2012). They are: principle of respect (impartiality, confidentiality, voluntarism and et al.), principle of competence (knowledge, professional limits, professional development and et al.), principle of responsibility (safety, solving of ethical dilemmas and et al.) and principle of honesty (openness, escaping of conflicts of interest and et al.).

Second, because not all authors interpret personal characteristics in detail, the detailed semantic analysis of the used concepts can't be possible in all cases. In such cases students have to combine characteristics which could be considered as synonymous and then suggest the umbrella term according to context of their using in research works.

In this work we presented one of such reports as an example. This example presents the results of the research work of students that identified and ranked the frequency of occurrence of the main personal characteristics of a practical psychologist related to ethical competences:

1. "Professional creativity". (creativity, creative thinking)
2. "Empathy"
3. "The ability to self-control and self-regulation" (the ability to self-control and self-regulation, the capacity for emotional self-regulation, emotional stability, balance, excerpt)
4. "The flexibility of thinking and behavior" (flexible behavior, flexibility as the ability of psychologist to be adaptive to client requests, the ability to improvise and ability to innovate)
5. "Openness to different views and values" (tolerance, openness to different views, objective attitude to individual differences of people, uncritical attitude to people, objectivity)
6. "The high level of general and social intelligence" (high level of intelligence, high level of general and social intelligence)
7. "The ability to share responsibility with the client"
8. "The ability to predict"
9. "The ability to establish and maintain contact"
10. "The aspiration for self-knowledge and self-development" (the development of self-knowledge, self-observation and self-understanding, a deep understanding of themselves)

11. "The interest and respect to another person" (interest and respect to other persons, humanity).

12. "The tolerance to frustration and uncertainty" (resistance to stress, tolerance to uncertainty, tolerance to frustration and uncertainty, the ability to perceive the spontaneity and unpredictability of life)

13. "The belief in the client's ability to make positive changes and development" (the belief in positive changes and the belief in the client's ability to overcome life's difficulties, faith in people and positive attitudes to people, optimism and faith in the client's ability to change and to develop)

14. "The ability to listen"

15. "Intuition"

16. "Reflection" (reflection, self-perception of problem areas, needs, motives)

17. "Altruism" (altruism, readiness to help at any moment)

18. "The organizational skills" (sense of purpose and perseverance, organization, enthusiasm)

19. "The ability to show real emotions and feelings"

20. "The attraction"

21. "Psychological thinking"

22. "Oratorical skills"

23. "Sensitivity"

24. "The tactfulness" 25. "The openness own experience"

26. "An adequate self-esteem"

27. Erudition

28. Congruence

29. "The failure adaptation"

30. "The goodwill"

31. "The ability of non-verbal understanding".

Creating of case module

Case component is third element of technology. It included group discussions about potential ethical problems in psychological activity. During seminars students solved various ethical problems. Here there are some examples:

- The ethical positions of the psychologist as a person;
- The ethical positions of the psychologist as a specialist;
- Ethical questions in the interaction of psychologist with “seriously ill” clients;
- Ethical questions in the interaction of psychologist with criminal clients;
- Ethical questions in the interaction of psychologist with family members;
- Ethical positions of refusing from work with client;

#### Creating of demonstration module

Demonstration component is fourth element of technology. It included audio and visual materials, connected with the content of discipline. Using of audio-video method as a support of educational process included demonstration of films with subsequent discussions. Filmography or film therapy is a relatively new method of training and it has several advantages:

- audio-visual information is perceived easier and better than the rest kinds of learning material;
- audio-visual information is easy in its searching for concrete themes of seminars;
- audio-visual information help in quick involvement of students to the learning process.

So films, which were demonstrated to students, were correlated with given topics of current seminars. Also, students were fixed for perception of the film by such instructional keywords:

- to watch a movie from the perspective of a professional psychologist and evaluate each interaction of psychologist with client;
- to assess the ethical components of distinguished interactions.

After this students began to analyze moral positions (competences) of psychologist during his interactions with a client which had been shown in the film. But before it students had time to remember and think out all ethical questions, raised in the film, understand them according their ethical values.

In our technology the structure of seminars was relevant to chronological episodes, shown in film. The examples of problem questions are:

- “Can a consulting psychologist hit the customer?”
  - “If a consulting psychologist can hit, in which cases it’s possible?”
  - “Can a consulting psychologist refuse from a client?”
  - “If a consulting psychologist can refuse from a client, in which cases it is possible?»
- and etc.

### An example of group discussion during technology approbation

During active discussion in the group we have fixed the basic ethical positions, which affect on consultation. What was remarkable, we have opened a new and serious ethical problem among students – the refusing from the client. A more detailed analysis of this problem allowed to determine main situations in which psychologist can refuse from a client. As a result – five main situations which are presented in **Table 1**. Also we immediately asked students to rank these situations as their importance for the work of a consulting psychologist. The second column in Table 1 shows the average meanings of this ranking in group, converted in percentage indicators. As we can see, according to ranking results, the most important criterion for refusal from client is not a professional competence, but “on the client's transfers”. We suppose that this result is connected with ethical system of students.

**Table 1.** Ranking of refusal from a client

Situations	%
Professional competence	70
Transferring on the client	85
Awareness and perception of reality, the client	40
Financial situation	30
Human factor (Psychologist as a person)	60

Remarkably, but during the group analysis of these categories, the situation "psychologist is a person" was also distinguished as most ethical category. It included not only the physical reasons of refusal from client (place, time, the emotional state of a psychologist) but also psychological factors (personal problems, relaxation, emotional instability).

The peculiarity of suggested technology structure is the possibility to actualize the ethical questions in the work of the psychologist at any psychological branches. The film, as an important ingredient, had variations and could be chosen and demonstrated according to themes of the concrete psychological discipline. It is important that the right approach to viewing of movie and the correct focus on its discussion ensure the completeness of reflection of considered ethical positions. Also technology had a procedural nature – the ethical situations were given in the context of their appearance and each student decided for himself about the ways of solving the ethical questions in specific situations.

## DISCUSSION

In our opinion, "the competence" is the truest concept that covers the requirements given by the authors to the counseling psychologist. Based on the fact that the competence is a general paradigm in educational processes (Zimnyaya, 2009), most researchers view it through the prism of concepts such as knowledge, skills, qualities or characteristics of the person (Kuzmina, 1985) special abilities (Raven, 2002). It is noted that the competence - it is not a simple sum of the items, distinguished above, but the special system, which is filled with personal content. This system also is universal because it is always a part of experience, which is getting during learning and performing all professional activities. (Bondarevskaya, 2002). In this case, competence could be is defined as the "consistency between knowledge, practical skills and real human behavior" (Lukyanov, 2002) or as "the system, which integrates the personal, substantive and instrumental features and components" (Bermus, 2003).

So there is no one universal definition of competence, which would fully cover all aspects of this phenomenon in the structure of personality. However, it is clear that competence is not one personal quality but it is the system of different components in structure of personality. In this work we rely on such definition of competence as "particularly complex organized system in the structure of personality, which is forming due to the personal comprehension of knowledge, skills and activity experience". So, this definition reflects the general characteristics of competence: systematic aspect, axiological aspect; aspect of personal development and improvement, aspect of integration with other components in the structure of personality.

There are different approaches for identification of the most important "professional competences" of specialist. But most part of this approaches include the systematic examination of the particular workplace and concretization of professionally important qualities that are expected from a candidate for a position in the concrete period of organization's activity. Typical algorithm of competence identification: analysis of the main functions of labor ("position analysis") - description of the main actions ("job description") - competence formulating (Tolochek, 2005).

Consequently, in accordance with the considered algorithms, identification of professional competences of counseling psychologist have to include such steps: finding the essence of the concept of "psychological counseling"; objective analysis of the work of counseling psychologist and his basic professional tasks; analysis of the structure of the process of counseling and algorithms of each its stage; analysis of counseling psychologist in interaction with the client.

Thus, we can say that professional competence - the ability to work successfully and to solve professional tasks, which is based on practical experience, skills and knowledge. The forming of professional competences of psychologist among students is the process, which

starts from first year of their learning and continues all period of their professional development in universities. And any theoretical or practical discipline is always directed on student's competence forming.

The analysis of literary sources and practical activities of counseling psychologist shows that ethical competencies are one of most the important in his professional work. So the development of ethical competencies for counseling practice is the subject of this research. And there a few problems in training of student's professional competences for psychological practice.

First problem - some lack of knowledge and methods in solving specific problems of the client. Students usually know only the general provisions of consultation, but not its essence. Second problem - questions about the ethical side of the consultation: what kind of problems they have to solve and what kind of problems they can ignore; what is a professional ethical approach to clients; how to solve the ethical problems, connected with confidentiality of information, etc.

The first problem is a key question in all psychological branches - practical psychology has differences with the theoretical part, and for understanding of the methods of work in this area, the student is required not only the knowledge and the structure of the theoretical level, but also study in practical terms. The second problem is also too important, because after learning in university, the young psychologist could be competent in using professional knowledge and methods, but during counseling he always gets ethical problems, which can determine a great dissonance in the work with the client.

In this work the indicated problems were solved through the idea of constructivism in education. The general idea of this approach is that the professional knowledge can't be given to the student as a finished product. Only student, as an active participant of educational process, can construct and improve his knowledge through specifically organized pedagogical conditions. So every person during his life cycle constructs his own world understanding, including period of time, connected with learning in university (Tchoshanov, 2000). As an example, a study of researchers, who suggested the methodology of teaching classical psychological knowledge as a diversity of psychological theories and ideas without focusing on one as correct and general (Dragonas et al., 2015). So, the future educational technologies must be based on methods, which develop the readiness of students to constant innovations in their life, including constant making knowledge.

Our approach is to identify ethical problems in psychological counseling among students and then to solve this problems by organization of heuristic conversation with them. For supporting of discussion and powering its effect we used audio-visuals resources, which shows the work of psychologist with the client, for example the film "Good Will Hunting".

The developing of student's ethical competences during their learning in university, in our opinion, has many problems. One of them is the difficulty of organizing the real experiment where student could interact with client during real psychological consulting process and practically understand all the details of the ethical problems associated with consultation.

In suggested technology this problem was solved by two ways. First - imitation of consulting among students. Second way - using films, which show consulting process. And all this activities both are the base for further discussions among students with open possibilities to express own vision of hypothetical ethical problems in interaction of psychologist with client. And formulating own answers on various ethical situations - is the correct way of forming ethical competencies. Teacher, in this case, only directs the main vector of the conversation, touching its key points. So the heuristic conversation, supported with practical imitations of consulting process and supported with audio-visual method (specific films) is a way of actualizing of cognitive processes and forming of ethical culture of future students.

## CONCLUSION

The technology for the development of the ethical competencies of students in higher educational institutions was created and tested within the framework of the course "Professional Ethics". Technology was based on the analysis of the problem of interaction of the basic principles of using of constructivism in education and effective forms of education. Specificity of the technology involved the use of algorithms of theory integration with practical exercises that allowed students to design their knowledge themselves, increased their interest in discipline and activated their creativity. This approach allowed students to successfully master theoretical knowledge and practical skills in professional ethics during the process of their professional learning. Testing of the technology made it possible to formalize the main algorithm and procedural components of its using and showed its high efficiency. The technology included four main modules. The information module consisted of presenting theoretical material in the form of mini-lectures on ethical problems with constant discussion and feedback from all participants for each position. The research module consisted of mastering by students the materials through the search activity during work with various theoretical sources on the problem of the ethical qualities of the psychologist and their logical-theoretical analysis in groups. Case module consisted of a joint discussion of possible ethical dilemmas with which a psychologist may encounter during his professional activities. The demonstration module included the use of audiovisual materials connected with ethical problems in the professional work of a psychologist with subsequent discussion.

Therefore, we have proposed the educational technology of development of psychologist's ethical competencies. The suggested technology allows the teacher in high school to use active learning and audio-video methods. Also it gives him clear algorithm of

steps and procedure elements. The constructivism approach provides students with the opportunity of own understanding of ethical competencies and correlating them with positions of other discussants. As a result - the whole understanding of every ethical competence.

Applied significance of the research lies in the possibility of using the entire technology or its discrete components in the teaching of ethical content. The results of the research can be useful for graduate students and lecturers in higher education institutions that are teaching the disciplines "Ethics" and "Professional Ethics" for psychology students. The content elements of technology can be modernized in order to expand the possibilities of its use for students of other specialties.

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