

DOI: <https://doi.org/10.28925/2412-0774.2026.2.3>

UDC 378.147:174]:[37.07:005.95]

Alla Moskalenko

<https://orcid.org/0000-0002-7905-4532>

PhD in Pedagogy, Associate Professor,
Deputy Dean of the Faculty of Psychology,
Taras Shevchenko National University of Kyiv,
60 Volodymyrska Str., 01033, Kyiv, Ukraine,
alla_moskalenko@knu.ua

METHODOLOGICAL APPROACHES TO THE FORMATION OF PROFESSIONAL ETHICS OF FUTURE MANAGERS OF EDUCATIONAL INSTITUTIONS

In the current conditions of social development, the management process in the educational sector requires a thorough rethinking in the context of the synergy between professionalism and an individual's worldview. In the present socio-economic context, success in management is determined by the manager's efficiency, creativity, and soft skills. The issue of forming professional ethics has become increasingly urgent. The purpose of this publication is to analyze contemporary methodological approaches to the formation of professional ethics among future managers of educational institutions. This article summarizes the experience of forming professional ethics among future managers in the field of education and proposes a methodological model that addresses modern requirements. The study highlights the issue of professional ethics for managers in education in the context of European integration and broader social development. The model for the formation of professional ethics is presented as a set of interrelated components necessary for the systematic and purposeful professional-pedagogical influence on the development of the moral and ethical qualities of future managers of educational institutions. The potential of applying methodological approaches to the formation of professional ethics in practice is also explored. It has been established that the optimal concept should create the prerequisites for the self-realization of future managers, the acquisition of new knowledge, skills, and abilities, as well as the enhancement of motivation and professional competence. The proposed model of professional ethics formation will help improve the quality of professional training for future managers in the field of education. The proposed methodological approach to forming the professional ethics of future educational managers is characterized by a set of interdependent and interconnected components aimed at achieving a high level of competence, incorporating the necessary skills, knowledge, and abilities to meet the demands of modern society and the European integration direction of Ukraine's development.

Keywords: deontological norms, methodology, methodological approaches, methodological foundations, regularities, structural system of moral activity regulation, subject-subject relations, systematic methodology components, values.

INTRODUCTION

The global transformation of social processes has highlighted several issues within the education system, particularly the challenge of ensuring a high level of professional training for management personnel. This demands dynamic methodological approaches to the formation of



professional ethics among future managers of educational institutions. The intensity and quality of the work performed by an educational institution manager are determined not only by their level of education and the development of the necessary skills but also by their personal moral qualities. It is these moral qualities that establish stable manifestations of moral consciousness in the behavior and actions of managers.

The phenomenon of professional ethics defines a system of moral principles and norms that operate under specific relational conditions. In the context of managerial activity in the educational sphere, professional ethics integrates societal expectations and demands, establishing the boundaries of professional competence and activity. The principles and norms of professional ethics for educational institution managers are often subject to public discussion, actively fostering the implementation of transparency and openness in managerial professional activities and contributing to the development of criteria for assessing the quality of their functional activities.

Identifying the boundaries of professional competencies for an educational institution manager is essential for specifying their authority and limits of responsibility within their role. The relevance of ethical aspects in managers' professional activities stems from issues of professional morality, particularly considering the growing emphasis on humanistic trends in education and the democratization of labor relations. In this context, studying methodological approaches to forming the professional ethics of future managers of educational institutions holds significant theoretical and practical importance.

Issues related to the management of educational institutions and the corresponding professional training of managers have drawn the scientific interest of many contemporary Ukrainian and foreign scholars. For instance, T. Kopyl-Filatova (2024), D. Smolych (2021), T. Sazonova, A. Kurchenko, T. Solodchuk (2023), V. Yahodnikova, L. Krasnyuk, and N. Kovtun (2022) have made significant contributions to the development of ethical frameworks. Recently, managers' professional ethics has become a topic of particular scientific interest. Ukrainian researchers O. Lavrentieva and A. Arbuzova (2020), V. Markova and V. Kniazieva (2022), and O. Tovkanets (2024) have examined aspects of forming the image of educational institution managers based on professional ethics. They have also developed methodologies to stimulate and motivate the innovative activities of teaching staff in alignment with ethical standards. Simultaneously, foreign scholars such as H. Al Halbusi et al. (2021), R. Buchanan et al. (2021), J. Cliffe and C. Solvason (2022), and K. Komalasari, Y. Arafat, and M. Mulyadi (2020) have analyzed the relationship between ethical leadership and ethical climate, focusing on the ethical behavior of employees and the managerial competencies of educational institution managers in the context of improving education quality.

An analysis of contemporary research sources demonstrates that the issue of professional ethics remains highly relevant and is a priority for scholars. However, despite numerous studies on various aspects of this issue, there is a notable lack of research that comprehensively examines the methodology for forming professional ethics among future managers of educational institutions.

MATERIALS AND METHODS

During the study, several general scientific methods were employed, including: analysis and synthesis (used to examine current theoretical concepts and scientific advancements related to the methodology for forming the professional ethics of future managers of educational institutions); comparison (applied to systematize conceptual approaches for defining key concepts and criteria, as well as identifying associated risks and challenges); and structural and logical method (utilized to develop proposals aimed at improving mechanisms for forming the professional ethics of future managers).

The study was conducted in three stages. At the first stage, a critical analysis of theoretical concepts was performed. Various scientific papers and publications related to the topic under investigation were reviewed, and the fundamental principles of professional ethics for educational institution managers were systematized and outlined.

The second stage focused on examining the characteristics of innovative approaches to the subject under study, with particular attention given to ethical codes relevant to educational institution managers.

The final stage explored the practical application of methodological approaches for forming professional ethics, emphasizing the role and implementation of innovative technologies in shaping professional ethics within modern educational institutions.

RESEARCH RESULTS

The definition of professional ethics provides a clear understanding that facilitates the development of appropriate recommendations by addressing the functioning of interaction models in the professional activities of educational institution managers. This process involves shaping the worldview and cultural foundation of a professional. The ethical standards governing the behavior of educational institution managers are primarily deontological in nature, with the norms outlined being mandatory. Specificity, transparency, and the clear positioning of these norms and requirements ensure the effectiveness of the activities of educational institution managers.

Adhering to ethical standards in managerial behavior in terms of the value of professionalism fosters self-assurance and one's professional fulfillment. In this context, trust is understood as an attitude toward a person based on confidence in their correctness (Smolych, 2021).

Within the framework of ethical standards, trust for educational institution managers encompasses the following concepts:

- predictability;
- reliability in fulfilling obligations;
- accuracy in performing duties.

Preventive measures to mitigate and address corruption risks are directly linked to the system of principles and norms embedded in ethical standards for managerial behavior. These standards emphasize transparency, promote openness to acquiring new knowledge, and highlight the importance of both intellectual and experiential learning and continuous professional qualification support. In alignment with these principles, these standards ensure the high-quality performance of educational institution managers.

The foundational principles underlying the formation of ethical norms for managers and their professional activity are rooted in ideological principles that reflect values and ideology foundations of society functioning. These principles generally reflect current moral requirements and set a vector that establishes the priorities shaping the activities of educational institutions, which serve as guiding frameworks for managers (Kopyl-Filatova, 2024).

Non-compliance with these principles undermines the legitimacy of the manager's professional actions, erodes trust, and reduces the overall efficiency of the institution.

The tools used to implement the ethical norms, values, and principles of educational institution managers include codes of ethics, reporting and supervision concepts, mechanisms for effective interaction, coordinating bodies, and mechanisms for incorporating the influence of civil society (Lavrentieva & Arbusova, 2020).

Corruption risks in the activities of educational institution managers may arise under the following conditions:

- 1) Conflict between the objectives of the professional community and the interests of civil society,
- 2) Inability to achieve professional self-realization, characterized by:
 - inadequate wages;
 - limited opportunities for informational education and continuous professional development;
 - lack of career advancement prospects, and;
 - insufficient support from senior management.

3) Individual characteristics of the manager, including their personal values and life priorities.

In general, the ethical codes form the core of ethical norms governing the activities of educational institution managers. These codes encapsulate a set of ethical norms, requirements, and rules that should guide the professional conduct of specialists (Table 1).

Table 1

Ethical Standards for Educational Institution Managers in Codes

Type of Code	Features
Codes of Ethics	A system of professional and ethical principles, norms, values, and standards of behavior considered mandatory within professional activity.
Ethical Rules	A set of specific guidelines and professional-ethical standards of behavior, with a detailed implementation algorithm and ethical regulators provision.
Code of Conduct	A system of regulatory and legal acts defining behavior standards within professional activity that establish disciplinary influence mechanisms.
Rules or Standards of Conduct	Complex of behavioral norms and specific guidelines, with a clear procedure for implementation of standards.
Code of Honor	A framework outlining intentions regarding the moral context of a manager's professional activity.

Created by author

Codes of ethics typically outline:

- reasonable requirements and regulations that are frequently violated in the course of professional activity;
- norms and rules of the professional environment that have become standard practices for managers of educational institutions.

These codes are generally regarded as a vital tool for preventive protection against risks such as corruption and the improper separation of educational institutional activities. Their primary aim is to ensure proper respect for social welfare institutions and to foster a productive and healthy atmosphere within professional teams.

The increasing diversity of tasks faced by modern managers of educational institutions, combined with the processes of integration and globalization in the social environment, underscores the necessity of codifying ethical norms and rules of conduct. The implementation of codes of ethics in the activities of educational institution managers serves several purposes:

- it regulates the ethical climate within institutions;
- establishes standards of expected ethical behavior;
- informs society about examples of optimal professional conduct.

The concept of ethical norms for educational institution managers is essential for enhancing rationality and morality in their professional activities. These norms establish clear frameworks for acceptable actions and powers, provide specific guidelines for professional behavior, and form optimal universal templates for ethically sound management decisions (Markova & Kniazieva, 2022).

By being enshrined and integrated into professional practice, ethical norms offer modern educational institutions adaptable solutions for navigating standard management situations. Moreover, their implementation relieves managers of the constant need to make moral decisions on a case-by-case basis. Codes of ethics further delineate priority guidelines for addressing conflicts between professional and ethical standards and general moral norms of educational institution managers (Tovkanets, 2024). They are designed to reflect the overarching norms, standards, values, and principles of ethics for social employees, addressing issues that support the effective fulfillment

of the professional mission of educational institution managers. These codes also help mitigate corruption risks, equip managers to resist unethical practices, and implement preventive protection measures.

The codes provide essential guidance for personal and professional self-improvement among educational institution managers. However, if these codes exclusively describe idealistic expectations for managers, they risk becoming unrealistic and detached from practical application. Therefore, the ethical standards for managers should be grounded in realism, presenting an attainable rather than a merely aspirational image (Yahodnikova, Krasnyuk & Kovtun, 2022).

The ideal ethical framework for educational institution managers is embedded in the code of ethics through value principles and guidelines. Simultaneously, its normative component, closely aligned with contemporary realities, forms the foundation for the independent behavior of managers. The suggested method for defining ethical norms enables the code to include practical criteria for evaluating individual management actions' professional and ethical aspects. Additionally, it supports the modification of ethical standards to enhance and efficiently apply appropriate managerial behavior, considering the real conditions encountered by institutions.

Depending on their practical emphasis, codes of professional ethics for educational managers may take the form of codes of ethics, codes of conduct, or codes of honor, as well as specific standards or rules of ethical behavior. A critical step in their development is identifying the appropriate format, which is determined by whether the code prioritizes moral and self-regulatory functions or administrative and regulatory roles, and whether it is positioned as a statement of intent or a legal document (Sazonova, Kurchenko & Solodchuk, 2023).

In general, the following are the necessary conditions for the effective functioning of codes of ethical standards of behavior for managers of educational institutions:

- the prompt development and adoption of the code, emphasizing its positive and constructive social role;
- the general publication and accessibility of the code;
- ensuring the appropriateness and optimality of the code for practical use in the daily activities of the educational institution manager;
- creating ethics cards – a consolidated set of ethical rules and recommendations specifying the code's requirements for the manager;
- developing the manager's skills in ethical behavior and relationships, alongside the promotion of positive behavioral patterns;
- establishing internal procedures for monitoring compliance with professional and ethical requirements and implementing sanctions for violations of the code;
- reporting on compliance with the code.

Codes require constant updating and adaptability, and the provisions they contain should reflect the current ethical norms and standards expected of educational institution managers. In addition to the formal code of ethics, the behavioral responses of educational institution managers within their institutional and role functions are shaped by a set of unwritten but meticulously refined rules and restrictions that have evolved over time (Cliffe & Solvason, 2022). Such informal guidelines often carry substantial moral potential, and their primary means of implementation involve fostering harmonious relationships within the organization and instilling morally sound values. Effectively applying these informal ethical standards significantly reduces reliance on formal control mechanisms and sanctions.

The professional training of future managers of educational institutions is influenced not only by its content but also by the nature of interaction between teachers and students. Acknowledging the procedural aspects of training can significantly enhance its success, as this process is fundamental to the development of professional ethics. The formation of specialists in the field of management depends heavily on the quality of interaction, as this is where the foundation is laid for cultivating individuals capable of supporting others and resolving crises. This is achieved through adherence to several communication parameters in the educational process, including:

“presence”, “level of communication”, “level of interaction”, “synchronization” and “level of awareness of the problem”. Thus, “presence” is understood as the mutual involvement of participants in the educational process, with a particular focus on psychological presence. For example, in teaching, a teacher engaged in the “here and now” actively aligns with their own goals, intentions, thoughts, feelings, and actions while maintaining constant contact with students, thereby stimulating their engagement in the interaction process. The mutual expressiveness of presence ensures the creation of an alliance between participants, forming the basis for professional ethical norms.

“Synchronization” in the conversation, particularly regarding the topic and the emotional resonance of what is happening, contributes to the lesson’s effectiveness, as it enables students to better accept and internalize what they hear. The «level of awareness of the problem» is enhanced through the manner of presenting the topic or issue. Deeper awareness is achieved by moving from an “objective” (superficial) presentation of events and sequences of actions to a “subjective” (profound) representation of the issue, incorporating feelings, images, and associations. This approach fosters understanding and acceptance of the problem, allowing it to resonate personally and become an integral part of the student’s conceptual framework, viewed as meaningful and valuable rather than formal or external. Such an approach enables the future manager of an educational institution to build professional ethics rooted in a strong moral foundation and personal conviction.

In view of this, the professional training of future managers of educational institutions should be designed in alignment with the primary objectives of teaching in modern higher education. The fundamental nature of such training ensures their adaptability, ability to assimilate updated information, and competence in mastering new diagnostic and corrective procedures. It is important to emphasize that achieving this fundamentality is particularly challenging in the training of future managers of educational institutions, due to the contradictions arising from the extensive number of disciplines in the curriculum and the simultaneous need to ensure both depth and breadth in education. Fundamentality is achieved by directing the educational process toward mastering the principles of management science and fostering methods of inquiry rooted in this discipline, which we define as the next feature of the professional training of future managers of educational institutions.

This can be accomplished, first, through an in-depth study of separate scientific domains, ensuring an understanding of general laws that offer a unified perspective of the world. These general laws, as invariant knowledge, enable learners to grasp and apply the specific principles inherent in other scientific fields. Second, as the depth of general knowledge is often shaped by the diversity of specialized knowledge, achieving fundamentality in professional education requires offering a broad spectrum of additional educational opportunities. These opportunities should act as logical extensions of the core curriculum, facilitating the development of synthesized theoretical, psychological, and pedagogical knowledge, as well as the professional skills of future managers of educational institutions.

Equally critical in ensuring the fundamental integrity of the methodology for cultivating professional ethics among future managers is the intentional use and invariance of academic content as a means of stimulating cognitive activity. Cognitive activity thus becomes an essential tool for exploring other knowledge domains. Its importance is further emphasized by its role in equipping individuals to independently acquire new knowledge and adapt to evolving professional challenges. This approach allows individuals to comprehend fundamental laws of nature and society, extending beyond the confines of formal education. Comprehensive foundational training in key psychological disciplines ensures that future managers can adapt to the specific demands of diverse professional contexts. The process of shaping the personality of future managers involves internalizing the goals and values of professional activity, mastering its tools and methods, and adopting a professional identity aligned with the standards of the professional community. Adhering to these norms is a key determinant of success in subsequent managerial practice.

Challenges in personality development manifest as crises and conflicts, including those related to personal and professional identity, that are characteristic of different stages in the professional growth of future managers of educational institutions. These challenges necessitate the adoption of personalized learning approaches within higher education systems to foster the personal growth of students, which we identify as another crucial feature of professional training for future managers. It is essential to cultivate in future managers a meaningful and conscious commitment to personal growth, along with the skills and abilities necessary for effective self-improvement and successful interaction with others.

Each of these outlined areas encompasses theoretical and methodological dimensions, involving decisions about: a suitable model of didactic communication (pedagogical interaction) and its value basis (theoretical dimension); appropriate methodological and psychotechnical tools for facilitating teacher-student interactions (methodological dimension). Within these domains of managerial education, the core priority is undoubtedly enhancing the quality, productivity, and efficiency of training future managers of educational institutions. Search for directions, forms, and ways to improve the methodology for developing their professional ethics typically focuses researchers on the following aspects:

- 1) the necessity of integrating research-based and practical tasks into didactic communication, enabling the exploration of critical issues and modeling key aspects of professional activity, such as through a system of educational and professional psychological tasks;
- 2) the importance of fostering self-research and self-study among future managers, which includes engaging with specific research and diagnostic methods, participating in self-awareness and interpersonal training, and utilizing innovative, interactive educational techniques.

The dialogical approach to communication is foundational in the formation of professional ethics for future managers of educational institutions due to its universality and relevance to human existence. In dialogical exchanges, it is crucial for future managers to focus both on the content of the discussion (value-semantic aspect) and on the process itself, which should be built on trust, presence, reflection, awareness, and responsibility (motivational-volitional aspect). Therefore, the professional training of future managers of educational institutions must address not only substantive content but also procedural dimensions. The theoretical framework for such training can be represented as a system of interconnected methods and tools designed to develop professional competencies.

In the context of study, the definition of pedagogical conditions is informed by both the essence and content of professional training for future managers and by scientific approaches to developing professional competence. The purpose of implementing pedagogical conditions is to provide educational, organizational, and scientific-methodological support for shaping the professional competence of future managers in higher education institutions, to improve the professional training of future managers in higher education institutions. We regard the selected methodological approaches as one of the components of the pedagogical system, which is hierarchical in structure and encompasses several domains and subgroups. Within each domain, various processes are aimed at enhancing the effectiveness of educational activities, which is, in itself, a complex systemic endeavor.

The formation of professional competence among future managers of educational institutions in the system of professional training involves the adoption of the goals and values of professional activity, as well as mastering the means and methods of its implementation based on an individual's perception of themselves as a professional. Therefore, the first pedagogical condition is the implementation of axiomatic aspects of professional training for future managers to define tactical strategies for applying methods and axiology in the content of training. This includes the development of cognitive activity and professional orientation to foster self-development and independent educational and professional activities. The purpose of implementing the outlined pedagogical condition in the higher education system is to ensure the personal growth of students by reshaping their attitude toward the profession of an educational institution manager as a value, stimulating professional motivation.

The main feature of a specialist's professional maturity is their value system, which forms the basis for understanding themselves and others, shapes their attitude toward their profession, and determines the associated behavioral and communication models. Tracing the dynamics of value orientations in the process of forming the professional position of a future manager, it is worth noting that these value orientations guide the professional position of students, as well as the range of methods and means they choose to implement managerial activities. Consequently, various methods, such as value-oriented training sessions and psychological support for students, become particularly significant and effective. These methods enable the identification of the dynamics in the value orientations of future managers of educational institutions and reveal the correlation between declared and actualized values in behavior, which form the foundation of professional ethics.

In general, the formation of value orientations for future managers of educational institutions is based on the development of reflective abilities for interaction, serving as peculiar indicators for choosing moral, psychological, and operational guidelines (values, meanings, actions) for personal and professional growth. It is important that, in the process of forming the professional position of future managers of educational institutions, the significance of «utilitarian» values decreases, while the importance of social and individual-personal values increases. This shift illustrates the dynamics of value orientations. An important quality required of managers of educational institutions is a special deontological mentality, underpinned by values that dictate ethical motives and methods of activity, independent of institutional standards.

A special place in the methodology for the formation of professional ethics among future managers of educational institutions is occupied by addressing the issue of ideological support for their professional development. This involves fostering effective, prosocial, and humanistically oriented values that align with the ethics of professional practice. Unlike traditional education systems, the priority in training specialists working in the «person-to-person» system is the integration of theory and practice, encouraging a positive perception of human nature, focusing on developmental values, assisting others, fostering internalization, and facilitating the axiological acquisition and comprehension of one's own and others' experiences within the educational process. These efforts are guided by ethical motives and methods and aim to cultivate qualities such as authenticity, self-knowledge, non-judgmentality, empathy, tolerance, etc.

Thus, the implementation of methodological approaches for the formation of professional ethics among future managers of educational institutions involves:

- incorporating the achievements of innovative professional practices into the content of methodological approaches, while ensuring psychological and pedagogical support to foster students' active involvement in educational and professional activities at lectures, seminars, laboratory and practical work, individual scientific supervision, and professional development initiatives;
- emphasizing a problem-based approach to the training content and its structured integration into the educational process, encouraging students to engage in scientific and research activities;
- prioritizing collaborative activities in the training of future managers of educational institutions by promoting interpersonal interactions and dialogical communication among participants of the educational process, which includes employing training and simulation technologies that allow individuals to assess their personal, social, and professional capabilities, set new self-development goals, and identify the resources and methods needed to achieve those goals;
- systematically modeling comprehensive content, forms, and conditions of professional activity in psychological practice within educational settings, including the design and implementation of complex and final business game simulations that consolidate and integrate the universal and professional competencies of students.

In Ukraine, purposeful professional training for managers of educational institutions was absent for an extended period. These positions were instead filled by selecting individuals from among active pedagogical workers who demonstrated exceptional leadership and organizational skills. Today, the system for training specialists in this category remains underdeveloped and

incomplete. When selecting methods to shape the professional ethics of future managers of educational institutions during their training, it is essential to ensure that the chosen methodological approaches align with the primary objectives of high-quality professional preparation. It is advisable to leverage the potential of interactive methods to improve the quality of training while adhering to a competency-based approach in the professional training of future managers. The integration of modern pedagogical situation modeling methods, which involve creating scenarios to simulate specific problems requiring prompt responses and solutions, fosters the development of critical personal and professional qualities in future managers. These qualities will subsequently form the basis of their professional ethics.

A key role in implementing the curriculum for managers of educational institutions is assigned to addressing pedagogical creative tasks with professional content, where the conditions incorporate certain scientific patterns conveyed through factual material of professional relevance. Such a methodological approach ensures that these tasks have educational value, accurately reflect the content of managerial activities, and contribute to developing the professional ethics of future managers of educational institutions.

In general, the training of future managers of educational institutions that meet modern societal demands should focus on enhancing the quality of professional competence development. This concept requires the adoption of effective pedagogical methods and the integration of progressive educational technologies. A deliberate process of forming the professional ethics of future managers of educational institutions emphasizes the development of a sustained interest in acquiring knowledge, stimulates students' motivation, and fosters their skills in self-organization and moral self-actualization.

DISCUSSION AND CONCLUSIONS

According to J. Svara (2021), the head of an educational institution should base their actions on clearly defined aspects of professional competence, while addressing current demands and challenges. The assessment of the professional activity of the head of an educational institution, as well as the development, adjustment, and transformation of their professional competences, is the responsibility of society as a whole, not just industry professionals. Specifically, if the professional activity of the head of an educational institution does not meet societal needs, or if evaluations indicate it is ineffective, such activity should undergo adaptive reform.

The professional activity of the head of an educational institution should be viewed as the realization of a specialist's personal values within the moral and legal framework of professional activity. According to B. Shneiderman (2020), if professional activity does not allow an individual to find fulfillment in both personal and professional contexts, professional ethics may become a means of coercion and pressure.

Codes of ethics, as noted by D. Malone (2019), can serve as both a foundation for ensuring the social responsibility of an educational institution's manager and as a benchmark for evaluating their activities. Unified ethical standards, norms, and principles of behavior for managers of educational institutions should function as effective tools of personnel policy and indicators of adherence to behavioral norms and professional ethical qualities.

M. Seyfried and P. Pohlenz (2018) argue that modern socio-economic conditions necessitate innovative approaches to managing educational institutions to ensure their efficiency and competitiveness. The dynamics of social processes, crisis phenomena, and instability define the role and functionality of managers of educational institutions and necessitate adjustments to the content of their professional activities. The fundamental principles underlying the ethical norms for managers are rooted in societal values and ideologies, serving as the cornerstone of professional activity. These principles generally reflect contemporary moral demands, define the vectors, and establish priorities upon which educational institutions activities are built, and by which managers should be guided in their work.

The methodological approach proposed in this study for the formation of professional ethics among future managers of educational institutions allows the generalization of existing experience in the field. It is characterized by a set of interdependent and interrelated components aimed at fostering a high level of formation of the necessary knowledge, skills, and abilities required by the modern society demands and the European integration vector of Ukraine's development. The optimal concept should form the preconditions for the future managers' self-realization, and acquisition of new knowledge, abilities, and skills, as well as boost their motivation and professional competence level. The proposed model for the formation of professional ethics will contribute to increasing the level of professional training for future managers of educational institutions.

Thus, the manager of an educational institution plays a direct role in shaping the socio-psychological climate not only through professional actions but also through verbal and visual means, leveraging personal charisma, authority, and culture of behavior. At the same time, the norms and principles guiding a manager's behavior should be grounded in fundamental ethical standards of conduct and communication. In addition to the formal code of ethics, the institutional and role-based professional behavioral norms of the educational institution manager are formed by a set of unwritten but meticulously time-refined rules and restrictions. Such informal guidelines often possess significant moral potential, as they are based on fostering harmonious relationships within educational institutions, promoting morally justified values, and influential persuasion of subordinates. The effective practical realization of informal ethical standards of an educational institution manager's behavior minimizes the need of the formal control mechanisms usage.

Further scientific research on the outlined topic will focus on the issues surrounding the application of the considered methodological model in the practical sphere of active digitalization of educational processes.

References

- Al Halbusi, H., Williams, K. A., Ramayah, T., Aldieri, L., & Vinci, C. P. (2021). Linking ethical leadership and ethical climate to employees' ethical behavior: the moderating role of person-organization fit. *Personnel Review*, 50 (1), 159–185. <https://doi.org/10.1108/PR-09-2019-0522>
- Buchanan, R. A., Forster, D. J., Douglas, S., Nakar, S., Boon, H. J., Heath, T., Heywardg, P., D'Olimpio, L., Ailwood, J., Eacott, S., Smith, Sh., Peters, M., Tesar, M. (2022). Philosophy of education in a new key: Exploring new ways of teaching and doing ethics in education in the 21st century. *Educational Philosophy and Theory*, 54 (8), 1178–1197. <https://doi.org/10.1080/00131857.2021.1880387>
- Cliffe, J., & Solvason, C. (2022). The messiness of ethics in education. *Journal of Academic Ethics*, 20 (1), 101–117. <https://doi.org/10.1007/s10805-021-09402-8>
- Komalasari, K., Arafat, Y., & Mulyadi, M. (2020). Principal's management competencies in improving the quality of education. *Journal of social work and Science Education*, 1 (2), 181–193. <https://doi.org/10.52690/jswse.v1i2.47>
- Malone, D. M. (2020). Ethics education in teacher preparation: a case for stakeholder responsibility. *Ethics and Education*, 15 (1), 77–97. <https://doi.org/10.1080/17449642.2019.1700447>
- Prieto Villalobos, D. J., Martelo Gómez, R. J., & Franco Borré, D. A. (2022). Ética del gerente educativo y desempeño docente en educación media general. *Revista De Ciencias Sociales*, 28, 158–171. <https://doi.org/10.31876/rcs.v28i.38153>
- Romero Sánchez, E., Gárate Rivera, A., Becerra Polío, D. (2026). La identidad docente del profesorado universitario. Una aproximación desde la pedagogía de la alteridad. *Revista Complutense de Educación*, 37 (1), 1–19. <https://doi.org/10.5209/rceed.96446>
- Sam, C. H., Simmons Berwise, J. (2026). Higher Education Practitioners and Their Professional Ethics: A Qualitative Content Analysis. *Journal of Academic Ethics*, 24, 61. <https://doi.org/10.1007/s10805-026-09731-6>
- Seyfried, M., & Pohlenz, P. (2020). Assessing quality assurance in higher education: quality managers' perceptions of effectiveness. In Th. Leiber (Ed.), *Impact Evaluation of Quality Management in Higher Education* (pp. 24–37). Routledge. <https://doi.org/10.4324/9780429293276>

- Shneiderman, B. (2020). Bridging the gap between ethics and practice: guidelines for reliable, safe, and trustworthy human-centered AI systems. *ACM Transactions on Interactive Intelligent Systems (TiiS)*, 10 (4), 1–31. <https://doi.org/10.1145/3419764>
- Svara, J. H. (2021). *The ethics primer for public administrators in government and nonprofit organizations*. Jones & Bartlett Learning. https://books.google.com.ua/books/about/The_Ethics_Primer_for_Public_Administrat.html?id=eFsXEAAAQBAJ&redir_esc=y
- Zahrin, Z., Abidin, N. A. Z. (2019). Does ethics education improve the development of professional ethics among future managers? *Journal of Advanced Research in Dynamical and Control Systems*, 11 (5 Special Issue), 640–649. <https://jardcs.org/archivesview.php?volume=1&issue=12&page=3>
- Kopyl-Filatova, T. V. (2023). Etiko-pedagogichnij aspekt pidgotovki derzhavnih sluzhbovciv: princip dobrochesnosti [Ethical and pedagogical aspect of civil servant training: the principle of integrity]. *Educational Scientific Space*, 5 (2), 93–102. [https://doi.org/10.31392/ONP.2786-6890.5\(2\).2023.25](https://doi.org/10.31392/ONP.2786-6890.5(2).2023.25)
- Kopyl-Filatova, T. V. (2024). *Profesijna pidgotovka majbutnih derzhavnih sluzhbovciv dlya zabezpechennya akademichnoyi etiki ta dobrochesnosti upravlinnya zakladami osviti [Professional training of future civil servants for ensuring academic ethics and integrity of management of educational institutions: Doctor's thesis: 011 Educational and Pedagogical Sciences]*. Dragomanov Ukrainian State University. <https://enpuir.edu.ua/entities/publication/8ed3817b-fb92-47fb-bd84-aff360b1632f>
- Lavrentieva, O. O., Arbusova, A. A. (2020). The image of the head of an educational institution: a retrospective analysis of the content of the concept [Imidzh kerivnika zakladu osviti: retrospektivnij analiz zmistu ponyattya]. *Bulletin of the Alfred Nobel University. Series "Pedagogy and Psychology"*, 2 (20), 321–327. <https://doi.org/10.32342/2522-4115-2020-2-20-37>
- Markova, V., Kniazieva, V. (2022). Imidzh kerivnika osvitnoyi ustanovi [The image of the head of an educational institution]. *Problems of engineering and pedagogical education*, 76, 49–57. <https://doi.org/10.32820/2074-8922-2022-76-49-57>
- Sazonova, T., Kurchenko, A., & Solodchuk, T. (2023). Konfliktologichna kompetentnist kerivnika yak skladova jogo osobistoyi efektyvnosti [Conflict logical competence of the manager as a component of his personal effectiveness]. *SWorldJournal*, 3(22-03), 103–108. <https://doi.org/10.30888/2663-5712.2023-22-03-043>
- Smolych, D. V. (2021). Kultura ta etika kerivnika v upravlinni organizaciyeyu [Culture and ethics of the manager in the management of the organization]. *Economic sciences. Series "Regional Economy"*, 18 (71), 180–191. [https://doi.org/10.36910/2707-6296-2021-18\(71\)-20](https://doi.org/10.36910/2707-6296-2021-18(71)-20)
- Tovkanets, O. (2024). Metodi stimulyuvannya i motivaciyi innovacijnoyi diyalnosti pedagogichnogo personalu zakladu osviti [Methods of stimulating and motivating the innovative activity of the educational institutions teaching staff]. *Scientific Bulletin of Uzhhorod University. Series: "Pedagogy. Social Work"*, 1 (54), 211–215. <https://doi.org/10.24144/2524-0609.2024.54.211-215>
- Yahodnikova, V., Krasnyuk, L., & Kovtun, N. (2022). Profesijni ta etichni vimogi do kerivnika zakladu osviti v umovah Novoyi ukrajinskoyi shkoli [Professional and ethical requirements for the head of an educational institution in the conditions of the New Ukrainian School]. *Science and technology today*, 7 (7). [https://doi.org/10.52058/2786-6025-2022-7\(7\)-261-269](https://doi.org/10.52058/2786-6025-2022-7(7)-261-269)

Список використаних джерел

1. Al Halbusi H., Williams K. A., Ramayah T., Aldieri L., Vinci C. P. Linking ethical leadership and ethical climate to employees' ethical behavior: the moderating role of person–organization fit. *Personnel Review*. 2021. № 50 (1). P. 159–185. DOI: <https://doi.org/10.1108/PR-09-2019-0522>
2. Buchanan R. A., Forster D. J., Douglas S., Nakar S., Boon H. J., Heath T., Heywardg P., D'Olimpio L., Ailwood J., Eacott S., Smith Sh., Peters M., Tesar M. Philosophy of education in a new key: Exploring new ways of teaching and doing ethics in education in the 21st century. *Educational Philosophy and Theory*. 2022. № 54 (8). P. 1178–1197. DOI: <https://doi.org/10.1080/00131857.2021.1880387>
3. Cliffe J., Solvason C. The messiness of ethics in education. *Journal of Academic Ethics*. 2022. № 20 (1). P. 101–117. DOI: <https://doi.org/10.1007/s10805-021-09402-8>
4. Komalasari K., Arafat Y., Mulyadi M. Principal's management competencies in improving the quality of education. *Journal of social work and Science Education*. 2020. № 1 (2). P. 181–193. DOI: <https://doi.org/10.52690/jswse.v1i2.47>

5. Malone D. M. Ethics education in teacher preparation: a case for stakeholder responsibility. *Ethics and Education*. 2020. № 15 (1). P. 77–97. DOI: <https://doi.org/10.1080/17449642.2019.1700447>
6. Prieto Villalobos D. J., Martelo Gómez R. J., Franco Borré D. A. Ética del gerente educativo y desempeño docente en educación media general. *Revista De Ciencias Sociales*. 2022. № 28. P. 158–171. DOI: <https://doi.org/10.31876/rcs.v28i.38153>
7. Romero Sánchez E., Gárate Rivera A., Becerra Polío D. La identidad docente del profesorado universitario. Una aproximación desde la pedagogía de la alteridad. *Revista Complutense de Educación*. 2026. № 37 (1) P. 1–19. DOI: <https://doi.org/10.5209/rced.96446>
8. Sam C. H., Simmons Berwise J. Higher Education Practitioners and Their Professional Ethics: A Qualitative Content Analysis. *Journal of Academic Ethics*. 2026. № 24. Art. 61. DOI: <https://doi.org/10.1007/s10805-026-09731-6>
9. Seyfried M., Pohlenz P. Assessing quality assurance in higher education: quality managers' perceptions of effectiveness. *Impact Evaluation of Quality Management in Higher Education / Th. Leiber (Ed.)*. London: Routledge, 2020. P. 24–37. DOI: <https://doi.org/10.4324/9780429293276>
10. Shneiderman B. Bridging the gap between ethics and practice: guidelines for reliable, safe, and trustworthy human-centered AI systems. *ACM Transactions on Interactive Intelligent Systems (TiiS)*. 2020. № 10 (4). P. 1–31. DOI: <https://doi.org/10.1145/3419764>
11. Svara J. H. The ethics primer for public administrators in government and nonprofit organizations. Burlington, MA: Jones & Bartlett Learning, 2021. 300 p. URL: https://books.google.com.ua/books/about/The_Ethics_Primer_for_Public_Administrat.html?id=eFsXEEAAQBAJ&redir_esc=y (дата звернення: 6.04.2026).
12. Zahrin Z., Abidin N. A. Z. Does ethics education improve the development of professional ethics among future managers? *Journal of Advanced Research in Dynamical and Control Systems*. 2019. № 11(5 Special Issue). P. 640–649. URL: <https://jardcs.org/archivesview.php?volume=1&issue=12&page=3> (дата звернення: 6.04.2026).
13. Копил-Філатова Т. В. Етико-педагогічний аспект підготовки державних службовців: принцип доброчесності. *Освітньо-науковий простір*. 2023. № 5 (2). С. 93–102. DOI: [https://doi.org/10.31392/ONP.2786-6890.5\(2\).2023.25](https://doi.org/10.31392/ONP.2786-6890.5(2).2023.25)
14. Копил-Філатова Т. В. Професійна підготовка майбутніх державних службовців для забезпечення академічної етики та доброчесності управління закладами освіти: дис... доктора філософії: 011 Освітні, педагогічні науки. Київ: Український державний університет імені Михайла Драгоманова, 2024. 215 с. URL: <https://enpuir.udu.edu.ua/entities/publication/8ed3817b-fb92-47fb-bd84-aff360b1632f> (дата звернення: 6.04.2026).
15. Лаврентьева О. О., Арбузова А. А. (2020). Імідж керівника закладу освіти: ретроспективний аналіз змісту поняття. *Вісник університету імені Альфреда Нобеля. Серія «Педагогіка і психологія»*, 2 (20), 321–327. DOI: <https://doi.org/10.32342/2522-4115-2020-2-20-37>
16. Маркова В., Князева В. Імідж керівника освітньої установи. *Проблеми інженерно-педагогічної освіти*. 2022. №76. С. 49–57. DOI: <https://doi.org/10.32820/2074-8922-2022-76-49-57>
17. Сазонова Т., Курченко А., Солдчук Т. Конфліктологічна компетентність керівника як складова його особистої ефективності. *SWorldJournal*. 2023. № 3 (22-03). С. 103–108. DOI: <https://doi.org/10.30888/2663-5712.2023-22-03-043>
18. Смолич Д. В. Культура та етика керівника в управлінні організацією. *Економічні науки. Серія «Регіональна економіка»*. 2021. № 18 (71). С. 180–191. DOI: [https://doi.org/10.36910/2707-6296-2021-18\(71\)-20](https://doi.org/10.36910/2707-6296-2021-18(71)-20)
19. Товканець О. Методи стимулювання і мотивації інноваційної діяльності педагогічного персоналу закладу освіти. *Науковий вісник Ужгородського університету. Серія: «Педагогіка. Соціальна робота»*. 2024. № 1 (54). С. 211–215. DOI: <https://doi.org/10.24144/2524-0609.2024.54.211-215>
20. Ягоднікова В., Красюк Л., Ковтун Н. Професійні та етичні вимоги до керівника закладу освіти в умовах Нової української школи. *Наука і техніка сьогодні*, 2022. № 7 (7). DOI: [https://doi.org/10.52058/2786-6025-2022-7\(7\)-261-269](https://doi.org/10.52058/2786-6025-2022-7(7)-261-269)

Received 8.04.2026

Accepted 18.06.2026

Published 24.06.2026

МЕТОДОЛОГІЧНІ ПІДХОДИ ДО ФОРМУВАННЯ ПРОФЕСІЙНОЇ ЕТИКИ МАЙБУТНІХ УПРАВЛІНЦІВ ЗАКЛАДАМИ ОСВІТИ

Алла Москаленко

<https://orcid.org/0000-0002-7905-4532>

кандидат педагогічних наук, доцент,

заступник декана факультету психології,

Київський національний університет імені Тараса Шевченка,

вул. Володимирська, 60, 01033, Київ, Україна,

alla_moskalenko@knu.ua

У нинішніх умовах суспільного розвитку процес управління у освітній сфері потребує ґрунтовного переосмислення у контексті синергії професіоналізму та світогляду особистості. У новітніх умовах соціально-економічного розвитку успіх в управлінській діяльності визначається рівнем оперативності, креативності та м'яких навичок управління, а проблема формування їх професійної етики набуває особливої гостроти. Метою публікації є аналіз сучасних методологічних підходів до формування професійної етики майбутніх управлінців закладами освіти. У статті узагальнено досвід формування професійної етики майбутніх управлінців у сфері освіти та запропоновано методологічну модель в контексті вимог сучасності. Дослідження актуалізує проблематику професійної етики управлінців закладами освіти в умовах євроінтеграційного суспільного розвитку. Розглянуто модель формування професійної етики як сукупність взаємопов'язаних компонентів, необхідних для організованого та цілеспрямованого професійно-педагогічного впливу на розвиток морально-етичних якостей особистості майбутніх управлінців закладами освіти. Досліджено потенціал застосування методологічних підходів формування професійної етики у практичній площині. Встановлено, що оптимальна концепція повинна формувати передумови для самореалізації майбутніх управлінців, здобуття нових знань, умінь та навичок, підвищення вмотивованості та рівня професійної компетентності. Запропонована модель формування професійної етики сприятиме підвищенню рівня професійної підготовки майбутніх управлінців закладами освіти. Запропонований методологічний підхід до формування професійної етики майбутніх управлінців освітньої сфери характеризується сукупністю взаємозалежних і взаємообумовлених компонентів, які спрямовані на високий рівень сформованості необхідних навичок, знань та умінь в контексті вимог сучасного суспільства та євроінтеграційного напрямку розвитку України.

Ключові слова: деонтологічні норми, закономірності, методологічні засади, методологічні підходи, методологія, системотворчий компонент методології, структурна система моральної регуляції діяльності, суб'єкт-суб'єктні відносини, цінності.