

underlying principles. Trying to look for characteristic features of learning situations led to a provisional definition: learning involves a relatively permanent change of behaviour in response to sensory interaction with the environment. This allowed for the inclusion of various situations that are not readily thought of in connection with learning. It also allowed for the inclusion of animal behaviour as a relevant subject for study, without sharp distinctions being made between different species, including man. A great deal of research has been carried out in rigorously controlled and comparatively simple situations, in the hope that such «pure» instances would systematically reveal principles applicable to all learning.

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ETHICS FOR THE TEACHING PROFESSION AND ROLE OF ETHICS IN THE PROFESSIONS

The adoption, general observance and enforcement, where required, of a professional code of ethics are basic characteristics of all professions.

Now I'll try to make an attempt to trace the efforts of the teaching profession to derive a workable code of ethics for its members and to secure universal compliance.

The idea of the imposition of ethical standards upon a given professional group is an ancient one.

Development of Codes of Ethics for Teachers. Currently, no one code of ethics is applicable to all members of the teaching profession. This situation arises from the fact that there is no one teachers' organization to which all teachers in public and nonpublic, elementary, secondary, and higher education, belong. The National Education Association is recognized as the general organization of public school teachers. But, as in the case with engineering, there are many state and national associations which compete for the affiliation of teachers. Thus, because of the lack of one central association to which all members of the teaching profession belong, many codes of ethics for teachers have been developed.

The first ethical codes for teachers were developed by state education associations. Currently, all state education associations have developed codes of ethics or have adopted the National Education Association Code.

By 1950 the Ethics Committee requested the NEA Research Division to conduct a survey among the NEA membership regarding the need for a new code. As a result of this sampling survey the draft of a new code was submitted to the NEA Representative Assembly by the Ethics Committee in 1952 and adopted.

Since, all teachers should be members of a united profession, the basic principles herein enumerated apply to all persons engaged in the professional aspects of education—elementary, secondary and collegiate.

First Principle: The primary obligation of the teaching profession is to guide children, youth and adults in the pursuit of knowledge and skills, to prepare them in the ways of democracy, and to help them to become happy, useful, self-supporting citizens.

In fulfilling the obligations of this first principle the teacher will –

1. Recognize the differences among students and seek to meet their individual needs.
2. Encourage students to formulate and work for high individual goals in the development of their physical, intellectual, creative and spiritual endowments.

Second Principle: The members of the teaching profession share with parents the task of shaping each student's purposes and acts toward socially acceptable ends. The effectiveness of many methods of teaching is depended upon cooperative relationships with the home.

In fulfilling the obligations of this second principle the teacher will -

1. Respect the basic responsibility of parents for their children.
2. Seek to establish friendly and cooperative relationships with the home.
3. Provide parents with information that will serve the best interests of their children.
4. Keep parents informed about the progress of their children.

Third Principle: The teaching profession occupies a position of public trust involving not only the individual teacher's personal conduct, but also the interaction of the school and the community. Education is most effective when these many relationships operate in a friendly, cooperative and constructive manner.

In fulfilling the obligations of this third principle the teacher will -

1. Recognize that the public schools belong to the people of the community.
2. Work to improve education in the community and to strengthen the community's moral, spiritual and intellectual life.

Fourth Principle: The members of the teaching profession have inescapable obligations with respect to employment. These obligations are nearly always shared employer - employee responsibilities based upon mutual - respect and good faith.

In fulfilling the obligations of this fourth principle the teacher will –

1. Conduct professional business through the proper channels.
2. Seek employment in a professional manner.
3. Be fair in all recommendations that are given concerning the work of other teachers.

Fifth Principle: The teaching profession is distinguished from many other occupations by the uniqueness and quality of the professional relationships among all teachers. Community support and respect are influenced by the standards of teachers and their attitudes toward teaching and other teachers.

In fulfilling the obligations of this fifth principle the teacher will –

1. Deal with other members of the profession in the same manner as \ he himself wishes to be treated.
2. Seek to make professional growth continuous by such procedures as study, research, travel, conferences and attendance at professional meetings.
3. Make the teaching profession so attractive in ideals and practices that young people will want to enter it.

The NEA code is an excellent statement of the ethical concepts which should motivate the work of teachers. If all teachers adhered to its spirit, that observance could not help but earn great public respect.

The formulation and enforcement of a code of ethics by a profession has a twofold purpose: (1) to derive a set of rules under which its members will be enabled to provide better- service to society and under which the profession can provide better protection for its members; (2) to assume responsibility for assuring the competence of its members and to prohibit the type of conduct which will bring the profession into disrepute.

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MOTIVATION

In the motivation of subordinates, a manager is said to be influenced by his conscious or subconscious conception of their attitude towards their work and of the nature of human behaviour in general. Behavioral scientists talk of «Theory X» and «Theory Y», the first suggesting that the average worker dislikes work and must be «persuaded» to make the required effort, the second being the positive integration of the hopes, fears, and ambitions of responsible workers with the objectives of the firm. «Theory Y» further suggests that the intellectual potentialities of the average human being are only partially utilized, thus presenting a challenge to management to make better use of its available manpower.

It goes without saying that there must be adequate financial reward for a fair day's work, possibly with extra pay for extra effort. This latter imposes the thorny problem of evaluation, but less so perhaps as related to quantifiable items such as production bonuses and commission on sales. There must be a recognizable, if rough, justice, in the setting of salary scales and wage structures, including merit additions where considered appropriate. An office employee, for example, well satisfied with his salary, could become discontented on finding out that someone he considered less important was receiving higher monthly pay, or even the same