

# Methodological Guidelines for the Deontological Adaptation of Future Teachers in the Education Process

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**Abstract:** The methodological guidelines of deontological adaptation of future teachers in the education process are considered: the main vectors of adaptation processes to learning, the mechanisms of professional semantic generation, and adaptation algorithms.

This article presents the research of a pedagogical experience of teacher training on the subject of Deontology adaptation, a curricular unit which is part of the education degrees taught at Eurasian National University named after Gumilev (Kazakhstan).

The foundation of the curricular unit and its characteristics are presented, as well as the analysis of the students' evaluation of its teaching effects as perceived by them. The data analysis, based on some contents of a portfolio, shows a considerable positive perception of those effects.

The purpose of the research is to determine and substantiate the study's methodology and develop the organizational and methodological support for the deontological training of bachelor's education as the basis for the formation of their deontological competence and personal and professional development.

**Keywords:** Deontology, adaptation, future teachers, training, educational process.

## INTRODUCTION

Sociohistorical context influences the world education systems and formulates requirements for teachers' activity and their professional qualities. Present-day political, economic, and social relations, along with national traditions, transform the existing education systems. Many world education systems have been experiencing reformation and modernization. Modern educational policy demands new approaches to the training of pedagogical staff. The term "deontological preparedness" is singled out in Pedagogical Deontology to denote a complex of critical professional qualities needed by new generation teachers.

Educational Deontology is the science of the professional duty of a pedagogue, the science in accordance with the professional duty.

It develops the regularities and norms of behavior of a pedagogue in the professional sphere. It's a component of the conscious activity and humaneness of a pedagogue. A set of ethical and legal principles and rules corresponding to a pedagogue's professional duties refer to pedagogical Deontology. The term "deontology" (deontos= duty, obligation, and logos= word, science) was used for the first time by the English philosopher Jeremy Bentham in the paper called "Deontology or the Science of Morality" [1], which he defined as being the science of what we should respect. In its evolution, "Deontology appeared, in this context, as a professional expression of the fundamental moral commandment to respect the indefeasible attributes of the human being (dignity, freedom, responsibility, the right to pride and self-esteem, etc.). It seemed natural that the first and then later, most developed deontological codes belong to some professional fields like medicine, psychology, pedagogy, sociology, judicial occupations. The deontological norms have become established in these fields with such a strength that today they are, almost totally, part of laws, regulations, statutes, and

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professional codes that, officially or unofficially, have been imposed as rules the occupational practice" [2].

Educational agents – teachers, regardless of the level they teach – are very special value conveyers, and their personal ethical development should be considered a major central concern of Teacher Training Programs. As such, those agents have a particularly relevant impact on their students' development and the community where they are included while carrying out their life development. Professional training and career play a very significant role. The teaching profession poses particularly relevant ethical and deontological demands in its agents' personal and professional development. Therefore, the teacher's personality should be the direct object of the training practice to a considerable extent, both in Pre-Service and In-Service Training [3-14].

The didactic career's current tendencies and orientations have generated changes both at the conceptual and methodological level. To base the didactic career on the National High Education Qualification Framework represents a priority of the present-day educational politics. So, "the integrative manner, both under the professional and transversal aspect of the abilities, and the progressive, gradual aspect which helps build them, is also applied in the didactic field, the quality of the training programs reflecting not only the vision and the purposes of the new educational politics, but also the professionalism of the human resource in education" [15]. In this context, to respect and to develop the values and the professional ethics, which are part of the transversal abilities, should occupy a significant place in the teachers' initial training programs. The quality of the didactic activity of future teachers also depends on the deontological values and norms, in which "s spirit it is accomplished the training and perfecting of teachers.

Because teachers are working with turning personalities, their social responsibility is at the height of their noble mission, that of training young, capable people to be actively integrated into the social life through the exertion of a profession, through the usage of some moral values and rules in their behavior as citizens and members of a community which is in a continuous change. If we take into consideration that the process of training and of developing the young generation is as meticulous, as precise and delicate as the polishing of diamonds, and as a mistake of the jeweler can lead to the loss of the value of the precious gem, the same applies in the case of the teacher. His

mistake may contribute to the decrease in the intrinsic value of the young person.

The problem of deontological adaptation of young specialists is one of the central and discussed in the scientific community (Aleksandrov E.P., Bezyuleva G.V., Buryakova O. L., Shibanova E. A., Shibanov D. V., Chalykh N. A., Vyzulina K.S., Yasko B.A., Dashkova A.K., Churlyayeva N.P., Dolgova V.I., Melnik E.V., Motorina Yu.V., Fedoseeva A.V., and many others .other). In various sources of information, the concept of "professional adaptation" is interpreted differently, reflecting one or another perspective of the authors of the formulations.

However, despite the different semantic meanings of many definitions, most authors associate deontological adaptation with the beginning of a person's professional work. Or with an even earlier period is the initial stage of deontological training in an educational institution, during which there is not only the assimilation of knowledge, the formation of skills, behavioral attitudes but also a typical way of life is acquired for workers of a particular profession.

In the conditions of dynamic changes in Kazakhstan society and the modernization of the education system as a resource for these changes, the transition to a multi-level higher education, the problem of the quality of teachers' professional training is of particular importance. It defines the prospects for the development of education as an integral part of the culture of humanity and society as a whole. A modern teacher's successful professional activities require a high level of competence, including in matters of professional behavior. From this point of view, future teachers' deontological training, which refers to the purposeful and controlled process of preparing the subject for implementing normative behavior in professional activities, becomes highly relevant [16].

The analytical review of the literature allowed us to single out philosophical, social, and psychological-pedagogical studies that address the problems of professional behavior of specialists:

- the theoretical foundations of Deontology as the science of proper professional behavior are revealed (I. Bentham, A. Grando, F. Gaus, V. Kaldis, D. Ladkin, and others);

Thus, deontological training in the formation of professional competence and improving the quality of teachers' professional readiness is underestimated.

The issues of defining methodological grounds and organizational and methodological support for deontological training remain poorly understood, the concepts of "deontological training" and "deontological competence" of teachers are not disclosed, a model of an integral system of deontological preparation of bachelors in education [17].

Pedagogical Deontology is not an isolated area of human knowledge. It is interrelated with the sciences that study a human being from various perspectives. Pedagogical deontology and philosophy interrelation is traced in the determination of methodological approaches in forming deontological readiness of future teachers in patterns of development of one or another society into various social-economic formations. Such parts of philosophy as dialectics, the theory of knowledge promote the development of teacher's research thought as it is one of the indices of deontological readiness. Pedagogical Deontology focuses on studying teacher qualifications. Deontological preparedness is considered to be one of the required teacher qualifications. There are several interpretations of the term "deontological preparedness". V. Slastenin asserts that the basic component of the structure of a teacher's personality is the professional-pedagogical orientation forming "the skeleton around which the basic properties of teacher's personality arrange" [18]. He considers that it is problematic to separate actual pedagogical qualities from other varied features of a teacher's personality, influencing his professional activity. Including different skills, various qualities and ability to regulate emotions these qualities show up, are formed, and developed in the general structure of the teacher's personality's qualities, relations, and actions.

N. Nikitina and N. Kislinskaja distinguish two kinds of professional preparedness:

1. Teachers' theoretical preparedness, assuming mastering the system of common cultural, general scientific, special, psychological-pedagogical knowledge
2. Teachers' practical preparedness, reflecting the skills outlined in the job description [19].

M. Djachenko and L. Kandybovich assert that in the course of professional activity, not only steady personal features of an individual (beliefs, sights, character traits, etc.) are revealed, but also the situational mental conditions connected with the given kind of activity. Preparedness for professional work means the

adaptation of an individual's qualities to successful actions in a certain moment [20].

Kazakh traditions' key condition was the upbringing of the person, true to the taken oath, keeping the honor and dignity, clever, judicious, etc. All these demands correspond to deontological qualities each teacher should have.

So, during research, we came up with research questions.

1. Research question

- *What are the students' perception and acknowledgment of their personal change?*
- *What is the meaning of revelation, and how is it (personally and professionally) perceived and acknowledged by the students?*

This article presents a pedagogical experience on the personal, social, and professional development of teacher students provided in the curricular unit of Professional Deontology.

This curricular unit took place in the 4th year of the Eurasian National University training courses named after Gumilev (ENU).

The article presents the result of the first training experience on the subject, specifying the structure of that curricular unit and the evaluation performed by the students regarding their perceptions on teaching effects once the teaching period ceased. The main idea supporting our educational work is the acceptance, as a starting point, that education implies an axiological orientation that structures the whole practice. Education is not neutral, and the intention to present it as such carries an ideology pursuing specific objectives to be reached by their dissimulation [21].

The teaching profession poses particularly relevant ethical and deontological demands in its agents' personal and professional development. Therefore, the teacher's personality should be the direct object of the training practice to a considerable extent, both in and in In-Service Training [22].

## METHODS

### Participants

The study was done on a group of fifty Kazakh undergraduate learners in two institutions in Astana city.

Most of the learners were juniors 66 %), (34%) were seniors. In terms of gender, the learners did not balance with 48 Females (95%), 2 males (5%), and their age ranged from 16 to 20.

In accordance with the designated purpose and tasks, the following research methods were used in work:

- Organizational (comparative, complex); empirical (observation, test tasks, teaching and control experiments);
- Statistical (quantitative and qualitative analysis, synthesis of research results).

Also, during the experiment, there has been experienced the program of professional Deontology and development of the course.

## DISCUSSION

Education is seen as an intrinsically social phenomenon, based on a relational structure in which individuals, groups, and communities develop actions of reciprocal influence. This social structure acts on a two-level dimension, one at an ontological [23] or on a metaphysical level [24, 25], and the other on a phenomenal or ontic level. Societies lie on the ontological structure that constitutes the human being [26] and where an intersubjective causality works [27-29]. These educational actions are followed by their consequences that determine the specificity and the complexity of both its agents and communities. That is why education is considered important for the students' development (and correlatively also important for the teachers' development) and for the development of the community.

Education may also be defined as a self-generating reality since its actions are characterized by an interactive dimension. Therefore they contribute decisively to its configuration as a global social phenomenon. As such, seen as a self-regulated system, education produces reintegrating and self-modifying results, thus creating dynamics that give it a permanently open and renewed character and consequently, it may be envisaged as a fundamental way of promoting policies of change, innovation and also personal, economic, social and cultural development, but not in a technocratic manner [30].

With the development of new social configurations, dynamics, and values, the promotion of reforms and

revisions of the Educational Systems occurs in a permanent and continuous process. These changes generally have two goals: to set up-to-date educational propositions of institutions where new necessities emerge and to generate new values and dynamics within the Educational System that can be introduced into society. Thus, social and individual change happens when the definition of new realms of possibilities, individuals' desire to reach them, and their social praxis converge.

A strong professional conscience and its correlative Deontology should be assumed as an essential teacher training dimension. In this perspective, teachers should be seen as particularly relevant social transformation agents through the pedagogical relationship they develop [31, 32].

The most often researched aspect of the commitment towards the pupil is found in the evaluation deontology. "A particular case of the pedagogical deontology, the evaluation deontology deals with the set of values and principles which are essential for the evaluation process: respect, credibility, trust, standardization, objectivity, practicability, validity" [33]. Besides these moral values and principles, the evaluation's ethical dimension presupposes a series of moral qualities and of will and character attributes, like diligence or laziness, seriousness or unreliability, discipline or indiscipline, goodwill or bad will, correctness or incorrectness, and others.

In this study, during one semester, with 45 hours (15 sessions/3 hours each) of classroom-based training and an estimation of an extra 45 hours of individual work, the curricular unit of Professional Deontology aims to achieve the following objectives. The first one is to allow the students the opportunity to reflect on their personal experiences as students. Thus, the curricular unit is supposed to encourage a process of personal and professional growth. In order to achieve this, the ideal circumstances would be to turn the curricular unit into an academic year module, but the present legal definition does not – and will not – allow it. The students are also supposed to evaluate their training as teacher trainees. Having this curricular unit in the last year of their training allows the students to look back into their previous learning experience and reflect on their expectations and projects, doubts and certainties, abilities and motivations, hopes, and fears. By creating these circumstances, students are also given space and time for sharing experiences. This way, the frequent personal and professional problems

often raised at the beginning of their careers may be avoided or minimized. The fact that our training courses set the students in professional contexts from the moment they enroll is particularly important to this action: by doing this, they become more conscious of their profession and its conditions, which per se is a positive point. Another objective is to recognize the importance given to personal and social development by the Educational principles, both in what concerns teachers and students, as we have previously referred. It is also important to explain this and become aware of their projects as persons, citizens, and professionals. Finally, the development of interpersonal relationship competencies in different contexts is also an objective to be reached [34]

The Program includes the following items and subjects: a) Basic notions of Deontology, Ethics, Moral, Profession, Deontological Code; the specificity of a Deontology of the teaching profession; school as a significant space for the construction of an ethical and social project; b) Main documents that regulate teachers' duties and rights of in the Kazakhstan Educational System or that allow their definition and clarification; c) Being a teacher and the nature and meaning of education and educating – for a critical and reflective praxis; teaching profession and citizenship – duties and rights of the teacher/educator-citizen; professional ethics and/or an ethical profession.

In a meaningful learning perspective, the didactic methodology presupposes linking with the previous training in other curricular units of the Course, and in their pedagogical practice. Therefore, the classes are run both by the lecturer and the students, with the use of explanation and dialogue (vertical and horizontal), simulation of dynamic group situations, workgroup/cooperative and meaningful learning, development of projects, production of research papers, and a reflective Portfolio of their personal and professional development. The use of this didactic methodology is based on a training strategy that combines both intellectual and practical strategies. The students deal with theoretical notions of ethics, human rights, and philosophy of education, and apply them reflectively in the production of texts, always guided by a deontological focus [35].

Discussions and reflections are also encouraged by philosophical texts, where the essence of being a teacher is the major theme. This strategy intends to provide the students with a critical view of educational

and pedagogical issues. No less important, the inexistence of a specific professional college, and the lack of a deontological code in the Kazakhstan Educational and Labor System, encouraged us to choose an approach as critical as possible to the legal regulating texts. Thus, we aim at developing the students' autonomous thinking as much as possible, enabling them to transfer and apply the relevant contents to new situations. More than acquiring a "narrative" knowledge of those legal documents, the students are expected to produce critical well-based reasoning that may guide their practical choices and courses of action and even create new solutions and ways of solving practical deontological problems. Besides participating in the classes, the students are expected to produce two different pedagogical works. One produced either in workgroups or individually is to be presented in a working session that will create a group dynamic. Issues are dealt with to produce the most convenient activity that will enable their peers to attain the programs' objectives. Each work produced and presented by the students is driven by their own interest in the subject, which means they choose to investigate and work on a subject of their choice that might reflect their own issues. As such, they have to explain their own questions regarding themselves and their profession and bring them to the classroom. The presentation strategies and activities are also chosen by them;

The non-formal education approach and its methodologies of promoting values and personal development are relevant in this curricular unit. The other pedagogical task, which must be completed individually, consists of a reflective portfolio, in which their experience with the students and teacher training, seen from the deontological perspective, is a major concern [36].

Its structure is as follows:

- a) Unit 1: Characterization of my whole professional and academic training;
- b) Unit 2: Expectations toward my training – What has been achieved or not, difficulties found, etc.;
- c) Unit 3: My personal and social development in Higher Education – values I've brought, achieved;
- d) Unit 4: My experience as a primary and secondary student – experiences, values, etc.;

- e) Unit 5: My projects as a person, a citizen, and a professional;
- f) Unit 6: Essays produced in the curricular unit of Professional Deontology;
- g) Unit 7: My path in Professional Deontology;

## RESULTS

As said previously, the elaboration of the Portfolio aimed at evaluating the students' performance in the curricular unit. It was produced throughout the semester under the supervision of the lecturer. During the classes, this supervision took place, which was sometimes dedicated to answering whatever questions the students presented, and during the tutoring time (here, individually). Since the beginning of the semester, the students were told of the Portfolio's accessory aim, that of helping to evaluate the curricular unit and improving its course in time. A main and essential aspect of the students' discourse in the Portfolio that was strongly stimulated has to do with the fact that the produced texts had to present a considerable development and reflection grade. Therefore, no simple texts or answers were intended. On the contrary, complex and reflective texts were produced, allowing a considerable range of personal thought and the investigator's consequent demanding interpretation.

The curricular unit began in the first semester of the year 2017-2018 and is still being taught in the bachelor's degree. In the first year, 50 students (48 female and 2 male) enrolled in the unit that was later completed with proficiency. The material produced with these students is analyzed in this article.

We now present the results of the analysis of the students' evaluation. After each synopsis of the results, some examples of log units that may demonstrate the conclusions are quoted.

It shows all the log units obtained in the analysis process. The following aspects of the analysis can be highlighted. In a brief overview of the whole material produced within the Portfolios context, we can safely state that the training achieved very satisfactory results, according to the self-perception of the trainees. [37]

They were faced with a positively surprising experience. Many of them proposed extending the curricular unit to an academic year instead of a mere

semester, thus recognizing the importance of time in the process through the training performed. This is an experience we have had for many years in the frame of the curricular unit of Personal and Social Development, also taught in our institution, and which runs through the course of an academic year. For the moment, Professional Deontology cannot undergo this change, and the curricular modification that occurred under the Bologna process does not allow it. The following conclusions may be drawn at a closer look and taking the material gathered from the content analysis categories into account [38].

## CONCLUSION

In a summary of the analysis previously made, we found the acknowledging of personal change at important levels for the acquisition of knowledge and competencies, as well as a structuring of the notion of teaching from the fundamental idea of its intrinsically ethical and intersubjective nature.

Therefore, it seems that this experience allows the extraction/consolidation of a fundamental idea that gives education a critical practical sense. Through the development of the Program of Professional Deontology and the results obtained and previously presented, the need to emphasize the importance of the personality of the teacher and their personal and ethical development has become clearer to us. Since this development is an infinite process, it has to be combined with professional development, whose desideratum may be attained by the introduction of a critical Deontology [39].

Within this framework, non-formal education approach processes are to be implemented and promoted since they are more geared towards an intervention on the trainees' personal and social competencies. This is also a way of giving education, through its professionals, the ability to develop critically reflective practice, enabling it to produce the necessary changes of reality without losing its fundamental sense. As a matter of fact, if education was to be seen merely as a means of adapting people to the existing reality, we would only allow ourselves to be the prey of the reductive dominant neoliberal and technocratic ideology. We would be totally unable to be aware of its dominance and say the word to overcome it and liberate people. To this process, an intersubjective founding of education provides the necessary philosophical basis.

As a measure to increase the quality of education, it is imposed, in the initial training of the didactic staff, to give special importance even from the perspective of the pedagogical Deontology to their qualification, with the mention that the simple knowing of the Deontological Code of the Teacher's Profession does not lead to the conclusion that the future teachers will have behavior in concordance with it. The simulation of some closer cases to school "s reality in which the future teachers will have to make decisions using these norms of professional ethics, during the training activities, would lead to the acceptance and to the learning of these, giving to the future teacher a minimal experience which should help him to integrate easily in the real school life.

Formation of deontological preparedness demands cardinal changes in the teachers' training process. It is necessary to find special ways of perfection of vocational training, where the formation of teacher's preparedness to perform professional duties becomes one of the most important objectives. This part of educational work is connected with the teachers' outlook, their social, political, and humanistic orientations. Teachers of the new generation should have new qualities defining the success of their professional work. Hence, there is a necessity for the formation of deontological preparedness of all the workers of the educational system, beginning with tutors of infant schools, teachers of comprehensive schools, lyceums, colleges, gymnasia, and teachers of higher education institutions.

We see the psychological and pedagogical support of the process of deontological adaptation of future teachers in education in rendering them systematic assistance in teaching and methodological support and overcoming psychological barriers, obstacles, or difficulties that arise in the process of mastering the dual education system, their full socialization and realization of personal opportunities in educational and production activities.

So, the methodological guidelines for the deontological adaptation of future teachers in education described above, in our opinion, contribute to the active mastery of the future teacher of dual education by the value orientations of their profession as well as the awareness of the motives that determine the choice of the direction of their professional activity and aspirations for the realization of the goals and objectives, the adoption of its norms and requirements,

methods and means of achieving the results of the organization and coordination of activities in the training system.

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