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PEDAGOGICAL MECHANISMS FOR DEVELOPING STUDENTS' MORAL AND ETHICAL COMPETENCIES IN HIGHER EDUCATION INSTITUTIONS

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https://doi.org/10.5281/zenodo.23470594

Abstract

This article discusses pedagogical mechanisms for developing students' moral and ethical competencies in higher education institutions, as well as effective methods for fostering good conduct, honesty, responsibility, and social engagement. It also analyses the development of students' personal qualities through extracurricular moral and educational activities, tutoring, an individualised approach, and the integration of teaching and educational processes.

Keywords: moral and ethical competence, higher education, university students, pedagogical mechanisms, moral education, responsibility, honesty, social engagement.

Introduction

Today, one of the main objectives of the higher education system is not only to train specialists with advanced knowledge and professional skills but also to develop individuals who possess high moral values, independent thinking, a sense of responsibility, and social engagement. In modern society, a specialist's professional knowledge is important; however, their ethical views, communication culture, honesty, and sense of responsibility towards society are equally significant.

Developing students' moral and ethical competencies is an integral part of the educational and upbringing activities organised in higher education institutions. To ensure the effectiveness of this process, it is necessary to employ purposeful pedagogical mechanisms, modern educational methods, and forms of activity based on cooperation.

Main Body

Moral and ethical competence is manifested in an individual's ability to understand and observe ethical standards, consciously regulate their behaviour, and recognise their responsibilities towards society. The development of this competence among students is closely associated with family upbringing, the educational environment, social relationships, and personal life experiences.

The development of moral and ethical competencies in higher education institutions can be organised through the following pedagogical mechanisms.

First, organising purposeful educational activities. Moral and educational events conducted with students should be directed towards clearly defined goals and objectives. Round-table discussions, debates, and meetings focusing on honesty, integrity, responsibility, mutual respect, and ethical conduct contribute to the development of students' moral perspectives.

Second, applying a student-centred approach. Taking into account each student's interests, worldview, social experience, and individual characteristics improves the effectiveness of educational activities. It is important not only to teach students established rules but also to encourage them to analyse ethical situations independently and make appropriate decisions.

Third, providing education through practical activities. Volunteering projects, charitable events, participation in community activities, and support for social initiatives foster compassion, solidarity, and social responsibility among students. Such activities enable students to demonstrate moral values in practical situations.

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Fourth, establishing a culture of academic integrity. In higher education, it is essential to prevent plagiarism, ensure honest participation in examinations, and adhere to the principles of objective assessment of students' knowledge and academic achievements. Promoting academic integrity helps develop honesty, fairness, and personal responsibility among students.

Fifth, improving tutoring and mentoring activities. Regular communication with tutors, individual consultations, identifying students' problems, and providing pedagogical support contribute to the systematic organisation of educational activities. Cooperation among the faculty administration, tutors, professors, lecturers, and students helps establish a unified educational environment.

The effectiveness of these mechanisms is determined not only by the number of educational events but also by students' behaviour, teamwork skills, ability to make independent decisions, and participation in social initiatives.

Therefore, it is advisable to conduct regular monitoring, study students' opinions, organise individual consultations, and analyse the outcomes of educational activities as part of the moral and ethical education process.

Conclusion

Developing students' moral and ethical competencies in higher education institutions requires continuous, systematic, and purposeful pedagogical activity. Integrating moral and educational events, a student-centred approach, social projects, academic integrity, and tutoring activities enhances the effectiveness of this process.

Thus, fostering good conduct, honesty, responsibility, and social engagement among students is one of the key educational objectives of higher education institutions. Improving pedagogical mechanisms in this area contributes to preparing well-rounded, morally mature specialists who understand their responsibilities towards society.

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