



IMPROVING THE PEDAGOGICAL MECHANISM FOR THE DEVELOPMENT OF A PROFESSIONAL AND MORAL WORLDVIEW IN FUTURE TEACHERS

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Annotation: This annotated bibliography provides a comprehensive collection of fifty references related to the development of a professional and moral worldview in future teachers. These references cover various aspects of the topic, including strategies for ethical development, the role of mentorship, the importance of ethical leadership, and the integration of ethics in teacher preparation programs. This curated list serves as a valuable resource for those interested in gaining insights into the multifaceted nature of ethical development in educators and the pedagogical mechanisms that can enhance it.

Keywords: *Ethical development, Professional worldview, Moral worldview, Future teachers, Teacher preparation, Ethics education, Ethical leadership, Mentorship, Ethical reflection, Ethical competence.*

INTRODUCTION. In today's rapidly changing world, the role of educators extends beyond the transmission of knowledge and skills. Teachers play a crucial role in shaping the minds and characters of the next generation. Thus, it is imperative to equip future teachers with the tools and guidance necessary to develop a professional and moral worldview. This article explores the importance of cultivating such a worldview in educators and suggests ways to improve the pedagogical mechanism for its development.

A professional and moral worldview encompasses a set of values, beliefs, and ethical principles that guide an individual's conduct within their chosen profession. In the context of teaching, it involves a commitment to fostering not only academic excellence but also moral integrity, empathy, and social responsibility in students. Here are some compelling reasons why developing this worldview is crucial for future teachers:

Role Models for Students: Teachers serve as role models for their students. They are not only a source of knowledge but also exemplars of ethical behavior and values. A teacher with a strong moral compass can inspire and guide students to make responsible choices and develop their own sense of ethics.

Creating Inclusive and Caring Classrooms: A professional and moral worldview promotes inclusivity, respect for diversity, and a sense of community in the classroom. Teachers with such a perspective can create safe and supportive learning environments where every student feels valued and understood.

Ethical Decision-Making: Teachers often face complex ethical dilemmas in their work. A well-developed moral worldview equips them with the capacity to make ethical decisions that prioritize the well-being of their students and the broader educational community.

Enhancing Teaching Efficacy: Teachers who are guided by a professional and moral worldview are more likely to be effective in their roles. They can better connect with students, address their needs, and create meaningful learning experiences.

Now, let's delve into ways to enhance the pedagogical mechanism for the development of a professional and moral worldview in future teachers:

Reflective Practice: Encourage future teachers to engage in reflective practice. This involves regularly reflecting on their teaching experiences, decisions, and interactions with students. Reflective journals, discussions, and mentorship programs can help them gain insights into their values, beliefs, and areas for growth.

Ethics Education: Incorporate ethics education into teacher preparation programs. This can include courses on educational ethics, moral philosophy, and case studies of ethical dilemmas in teaching. Such coursework can provide future teachers with a strong foundation in ethical reasoning and decision-making.

Moral Exemplars: Expose future teachers to moral exemplars within the teaching profession. Guest lectures, interviews with experienced educators, and mentorship by ethical teachers can help aspiring educators learn from real-life role models.

Service Learning: Incorporate service learning experiences into teacher preparation programs. Engaging in community service and outreach can foster a

sense of social responsibility and empathy in future teachers. It also allows them to witness firsthand the positive impact of moral actions.

Ethical Dilemma Discussions: Create spaces for open discussions about ethical dilemmas in education. Encourage future teachers to explore and debate complex ethical issues they may encounter in their careers. Such dialogues promote critical thinking and ethical awareness.

Multicultural and Inclusive Education: Emphasize multicultural and inclusive education throughout teacher preparation. Future teachers should learn to appreciate diversity, understand cultural differences, and promote social justice in their classrooms. This helps them develop a more inclusive and equitable worldview.

Role of Mentorship: Mentorship plays a pivotal role in the professional and moral development of future teachers. Establish mentorship programs where experienced educators can guide and support novice teachers in navigating ethical challenges and professional growth.

Continuous Professional Development: Encourage lifelong learning and professional development among educators. A commitment to ongoing learning helps teachers stay informed about ethical issues, teaching best practices, and new educational developments.

Integration of Moral Education: Infuse moral education into the curriculum at all levels, from early childhood education to higher education. This includes fostering values such as honesty, empathy, responsibility, and respect in students.

Assessment of Ethical Growth: Implement assessment tools and methods to measure the ethical growth and development of future teachers. Self-assessments, peer evaluations, and portfolio reviews can help evaluate their progress in developing a professional and moral worldview.

LITERATURE ANALYSIS AND METHODS. The development of a professional and moral worldview in future teachers is pivotal for the betterment of education and society at large. Teachers equipped with strong moral values and a commitment to ethical conduct can positively influence the lives of their students and contribute to a more just and compassionate world. Improving the pedagogical mechanism for cultivating this worldview involves a multifaceted approach, including reflection, ethics education, exposure to moral exemplars, service learning, and ongoing mentorship. By investing in the ethical development of future educators, we can ensure that they are prepared to lead with integrity, empathy, and a deep sense of purpose in their classrooms and communities.

To further enhance the development of a professional and moral worldview, teacher preparation programs can incorporate case-based learning that involves ethical dilemmas commonly faced by educators. These scenarios challenge future

teachers to think critically, consider diverse perspectives, and formulate ethical solutions. By actively engaging in discussions and decision-making processes related to these dilemmas, future teachers can refine their ethical reasoning and become better prepared to navigate real-world challenges in the classroom.

Social-emotional learning (SEL) is an integral part of nurturing a professional and moral worldview in future teachers. SEL programs teach individuals to recognize and manage their emotions, demonstrate empathy, and cultivate healthy relationships. By integrating SEL principles into teacher education, aspiring educators can not only develop their own emotional intelligence but also impart these essential skills to their students, fostering a more empathetic and compassionate learning environment. It's essential for future teachers to critically examine their own beliefs and biases. Teacher preparation programs can facilitate this by creating spaces for deep self-reflection and self-awareness. Through guided activities and discussions, future teachers can uncover their underlying assumptions, prejudices, and preconceptions, enabling them to address and mitigate potential sources of bias in their teaching practices. Incorporating extensive field experiences and community engagement into teacher preparation programs is another valuable strategy. These experiences expose future teachers to the diverse realities and challenges of their students and communities. By actively participating in community initiatives, future educators can develop a profound understanding of the social issues affecting their students' lives and be better equipped to address them with empathy and ethical sensitivity.

The development of a professional and moral worldview is an ongoing process. Even after becoming practicing teachers, educators should continue engaging in ethical dialogue and professional development opportunities. Schools and educational institutions can establish platforms for teachers to discuss ethical concerns, share best practices, and seek guidance from experienced colleagues. By fostering a culture of ethical reflection and growth, schools can ensure that their teachers are continually evolving in their commitment to professional and moral excellence. Virtue ethics is a philosophical approach that focuses on developing virtuous character traits in individuals. Teacher preparation programs can integrate virtue ethics by emphasizing the cultivation of specific virtues, such as empathy, integrity, and fairness. By encouraging future teachers to reflect on and embody these virtues, they can enhance their moral and professional character, which in turn positively impacts their teaching practices and relationships with students.

Teaching is often a collaborative effort, and ethical dilemmas may arise when educators work with colleagues, administrators, and parents. Future teachers can benefit from training in collaborative ethical decision-making, which involves discussing and resolving ethical issues as a team. This approach fosters a sense of

shared responsibility and ensures that ethical considerations are at the forefront of educational decision-making processes.

RESULTS. *Certainly, let's further explore the strategies and considerations for improving the pedagogical mechanism for the development of a professional and moral worldview in future teachers:*

Ethical Mentorship Beyond Graduation: Ethical mentorship should not conclude with the completion of teacher preparation programs. Educational institutions can establish mentorship networks that extend into the early years of educators' careers. This ongoing mentorship provides a lifeline of support and guidance as novice teachers navigate ethical challenges in their classrooms. Experienced mentors can offer insights, share experiences, and assist with ethical decision-making, fostering the continued ethical growth of educators.

Promoting Ethical Advocacy: Teacher preparation programs can encourage future teachers to become advocates for ethics in education. As educators, they have the potential to influence educational policies, curriculum development, and school culture. By empowering them to advocate for the integration of ethical education and ethical considerations within educational institutions, future teachers can contribute to creating a more ethically conscious and responsible educational system.

Research on Ethical Education Practices: Engaging in research on ethical education practices can further deepen the ethical development of future teachers. Teacher preparation programs can incorporate research projects that focus on ethical education, ethical dilemmas in teaching, or the impact of ethics on student outcomes. By conducting research in this area, future teachers gain a deeper understanding of ethical issues and contribute to the collective knowledge on effective ethical education practices.

Encouraging Ethical Role Modeling: Ethical role modeling is a powerful tool for future teachers' moral development. Teacher preparation programs can emphasize the importance of being ethical role models for their students. Aspiring educators should be encouraged to exemplify the ethical behaviors and values they wish to instill in their future students. By consistently demonstrating ethical conduct in their interactions and decision-making, they create an environment where students are more likely to internalize these principles.

Integration of Real-World Ethical Challenges: Incorporating real-world ethical challenges into teacher preparation programs can make the learning experience more practical and relevant. Future teachers can be presented with scenarios or case studies based on actual ethical dilemmas faced by educators. This approach enables them to apply ethical principles and problem-solving strategies to

authentic situations, preparing them to address similar challenges when they arise in their teaching careers.

Ethical Leadership Training: Aspiring teachers can benefit from specific training in ethical leadership. Teacher preparation programs can offer courses or workshops that focus on leadership skills with a strong ethical foundation. These programs help future educators understand the responsibilities and challenges of ethical leadership and provide them with practical tools for effective ethical leadership in educational settings.

These additional strategies collectively empower educators to prioritize ethics, empathy, and moral responsibility in their practice, ultimately shaping a generation of teachers who are not only academically competent but also ethically aware and committed to fostering the moral growth of their students. Through these collective efforts, educational institutions can play a pivotal role in nurturing ethical educators who inspire ethical behavior and positive change in society.

Given the diversity of today's classrooms, multicultural competency is integral to the development of a professional and moral worldview. Future teachers must understand the cultural backgrounds and perspectives of their students to create inclusive and culturally sensitive learning environments. Teacher preparation programs can incorporate coursework on multicultural education, equipping future educators with the knowledge and skills needed to navigate diverse classrooms ethically and effectively.

The ethics of care framework emphasizes the importance of relationships, empathy, and compassion in ethical decision-making. Future teachers can benefit from exploring this perspective, as it aligns closely with the nurturing role of educators. By adopting an ethics of care approach, they can prioritize the well-being and emotional needs of their students, fostering a more caring and supportive learning environment.

The journey toward a professional and moral worldview does not end with teacher certification. To ensure that educators continue to develop their ethical competence throughout their careers, ongoing professional development in ethics should be encouraged and readily available. Workshops, seminars, and online resources can help teachers stay current on ethical issues and refine their ethical decision-making skills, ultimately benefiting both them and their students.

Mentorship programs can be instrumental in guiding future teachers towards developing a professional and moral worldview. Experienced educators can provide valuable insights, share their ethical dilemmas, and offer guidance on ethical decision-making. Mentorship programs foster a sense of accountability and support, helping novice teachers navigate complex ethical challenges they may

encounter in their teaching careers. Through mentorship, future teachers can gain practical wisdom and learn from the experiences of seasoned educators.

Incorporating real-life case studies into teacher education can facilitate ethical discussions and decision-making. By analyzing cases that involve ethical dilemmas commonly faced by educators, future teachers can apply ethical principles to concrete situations. This active learning approach equips them with the skills needed to identify, assess, and address ethical issues in the classroom, making their ethical development more practical and relevant.

Critical thinking is a fundamental skill for ethical decision-making. Teacher preparation programs can emphasize critical thinking as an essential component of ethical competence. Encouraging future teachers to question assumptions, consider multiple perspectives, and evaluate the consequences of their actions enhances their ability to make informed and ethical choices in their teaching practices.

Introducing future teachers to professional ethics codes, such as those established by educational organizations or teacher associations, can provide clear guidelines for ethical conduct. Familiarity with these codes helps future teachers understand the ethical expectations of the profession and reinforces the importance of upholding ethical standards in their roles as educators.

Encouraging continuous self-reflection is a cornerstone of ethical development. Future teachers should be guided to regularly assess their beliefs, actions, and the impact of their teaching on students. Self-reflective practices, such as journaling, can help them identify areas for improvement and align their actions with their professional and moral values, leading to personal growth and ethical maturation.

Classroom management is a critical aspect of teaching, and ethical considerations should be integrated into these practices. Future teachers can learn how to create respectful, inclusive, and equitable classroom environments where students' rights and dignity are upheld, fostering ethical behavior and positive student-teacher relationships.

The development of a professional and moral worldview in future teachers is a multifaceted process that benefits from interdisciplinary engagement, ethical autonomy, action research, storytelling, and ethical considerations in classroom management. These strategies collectively empower educators to prioritize ethics, empathy, and moral responsibility in their practice, ultimately shaping a generation of teachers who are not only academically competent but also ethically aware and committed to fostering the moral growth of their students. Through these collective efforts, educational institutions can play a pivotal role in nurturing ethical educators who inspire ethical behavior, critical thinking, and positive change in society.

Ethical leadership within educational institutions can significantly impact the development of a professional and moral worldview in future teachers. School administrators, principals, and educational leaders play a vital role in modeling ethical behavior and creating a culture of ethics and integrity within schools. By setting clear expectations for ethical conduct and providing support and resources for ethical development, these leaders create an environment where future teachers are more likely to embrace and prioritize ethical considerations in their roles.

Ethical development should not be confined to specialized ethics courses. It can be integrated into various subject areas, allowing future teachers to explore ethical dimensions within the context of their subject matter. For example, history classes can delve into ethical dilemmas from the past, while science classes can examine ethical issues related to research and technology. This approach enables future teachers to see the relevance of ethics across disciplines and reinforces its importance in education.

Engaging with the broader community through service learning projects can instill a sense of social responsibility and ethics in future teachers. Service learning experiences enable them to apply their knowledge and skills to address real-world issues and make a positive impact on their communities. These experiences can be powerful catalysts for the development of a professional and moral worldview, as they connect theory to practice and emphasize the importance of ethical engagement with society.

Role-playing exercises can be employed to immerse future teachers in ethical scenarios, allowing them to practice ethical decision-making in a safe and controlled environment. By assuming various roles in these scenarios, they can gain insights into the perspectives of different stakeholders and test their ethical reasoning skills. Role-play can be a dynamic and interactive method for building ethical competence.

Educational institutions can also involve parents and guardians in discussions about ethics and moral development. By fostering partnerships with families, schools can create a shared commitment to ethical education and align the values taught at home with those emphasized in the classroom. Parental involvement in ethical discussions can provide diverse perspectives and reinforce the importance of ethical development in education. In an increasingly diverse educational landscape, it is crucial for future teachers to understand and navigate ethical considerations across cultures. Cross-cultural ethical exploration should be an integral part of teacher preparation programs. This involves examining how ethical principles and values vary in different cultural contexts and exploring strategies for promoting ethical awareness and sensitivity when working with students from diverse backgrounds.

DISCUSSION. Ethical standards and dilemmas in education can evolve over time. It is essential for future teachers to recognize the dynamic nature of ethical considerations. Teacher preparation programs should emphasize the importance of ongoing professional development and staying updated on ethical guidelines and emerging ethical challenges. By promoting a commitment to continuous ethical learning, educators can adapt to changing circumstances and make informed ethical decisions throughout their careers. Creating classroom environments that value student voice and encourage ethical discussions can contribute to the development of a professional and moral worldview in future teachers. Teachers who actively engage students in ethical dialogues and respect their perspectives foster a sense of moral agency and critical thinking. This practice not only enhances students' ethical development but also sets an example for future teachers to prioritize ethical discourse in their classrooms. Mentorship by ethical role models, both within and outside the education field, can significantly impact the ethical development of future teachers. Mentorship programs should be designed to pair aspiring educators with experienced mentors who exemplify ethical behavior and principles. These mentorship relationships provide opportunities for guidance, ethical discussions, and hands-on ethical decision-making experiences. Teacher preparation programs can encourage future teachers to engage in research related to ethical education and ethical practices in teaching. By conducting research in this area, educators can deepen their understanding of ethical challenges and effective strategies. Additionally, they can contribute to the body of knowledge in educational ethics, helping to shape the field for the benefit of future generations of teachers.

Experiential learning is a powerful tool for fostering the development of a professional and moral worldview in future teachers. Teacher preparation programs can incorporate experiential learning opportunities, such as internships, fieldwork, and student teaching, where future educators can apply ethical principles in real-world settings. These experiences enable them to grapple with ethical dilemmas, refine their ethical decision-making skills, and witness the impact of their ethical choices on students. Future teachers should be encouraged to assume leadership roles within schools and educational communities. Ethical leadership not only sets a positive example for colleagues but also contributes to a culture of ethics and integrity within the educational institution. By empowering future teachers to lead ethical initiatives, schools can create environments where ethical considerations are integrated into daily practices and decision-making. In an interconnected world, it is valuable for future teachers to explore international perspectives on ethical education. Teacher preparation programs can expose aspiring educators to global approaches to ethics and moral development in

education. This exposure broadens their understanding of ethical diversity and equips them with a global perspective on ethical considerations in teaching. To deepen the ethical development of future teachers, interdisciplinary ethics courses can be integrated into teacher preparation programs. These courses explore ethical principles, dilemmas, and case studies from various disciplines, such as philosophy, psychology, sociology, and education. By drawing from diverse fields, future teachers gain a comprehensive understanding of ethics and its relevance to their roles as educators.

Creating support networks and communities of practice focused on ethics can be instrumental in nurturing the ethical growth of future teachers. These networks can serve as platforms for ongoing ethical discussions, sharing of ethical challenges, and collaboration on ethical initiatives. By connecting with peers who share similar ethical values and concerns, future teachers can find support and inspiration in their ethical journey. Incorporating parents and the broader community into the ethical education process can have a profound impact on the development of future teachers. Schools can organize workshops, seminars, and community events focused on ethical education. By involving parents and community members, educators can create a cohesive and supportive network that reinforces the importance of ethics in education and promotes ethical behavior both in and outside the classroom.

Aspiring teachers can benefit from specific training in ethical leadership. Teacher preparation programs can offer courses or workshops that focus on leadership skills with a strong ethical foundation. These programs help future educators understand the responsibilities and challenges of ethical leadership and provide them with practical tools for effective ethical leadership in educational settings. Educational institutions can establish partnerships with organizations dedicated to ethics and moral development. Collaborating with such organizations can provide access to valuable resources, ethical frameworks, and experts in the field. These partnerships can enrich the ethical education curriculum, offer opportunities for research and development, and promote a culture of ethics within the institution.

Encouraging future teachers to engage in continuous ethical self-assessment is essential. They should regularly evaluate their ethical principles and practices, seeking areas for improvement. Self-assessment can be supported through the use of ethical self-assessment tools and reflective practices. By fostering a habit of ethical self-reflection, future teachers can maintain and refine their professional and moral worldview throughout their careers. The use of technology can enhance ethical education for future teachers. Educational institutions can leverage online platforms, digital resources, and ethical dilemmas presented in digital formats to

engage aspiring educators in interactive ethical learning experiences. Technology can also facilitate ethical discussions and collaborations among future teachers, regardless of geographical distance.

Ethical role modeling is a powerful tool for future teachers' moral development. Teacher preparation programs can emphasize the importance of being ethical role models for their students. Aspiring educators should be encouraged to exemplify the ethical behaviors and values they wish to instill in their future students. By consistently demonstrating ethical conduct in their interactions and decision-making, they create an environment where students are more likely to internalize these principles. Incorporating real-world ethical challenges into teacher preparation programs can make the learning experience more practical and relevant. Future teachers can be presented with scenarios or case studies based on actual ethical dilemmas faced by educators. This approach enables them to apply ethical principles and problem-solving strategies to authentic situations, preparing them to address similar challenges when they arise in their teaching careers.

Ethical mentorship should not conclude with the completion of teacher preparation programs. Educational institutions can establish mentorship networks that extend into the early years of educators' careers. This ongoing mentorship provides a lifeline of support and guidance as novice teachers navigate ethical challenges in their classrooms. Experienced mentors can offer insights, share experiences, and assist with ethical decision-making, fostering the continued ethical growth of educators. Teacher preparation programs can encourage future teachers to become advocates for ethics in education. As educators, they have the potential to influence educational policies, curriculum development, and school culture. By empowering them to advocate for the integration of ethical education and ethical considerations within educational institutions, future teachers can contribute to creating a more ethically conscious and responsible educational system.

Engaging in research on ethical education practices can further deepen the ethical development of future teachers. Teacher preparation programs can incorporate research projects that focus on ethical education, ethical dilemmas in teaching, or the impact of ethics on student outcomes. By conducting research in this area, future teachers gain a deeper understanding of ethical issues and contribute to the collective knowledge on effective ethical education practices. Professional organizations for educators can play a significant role in promoting ethical leadership and development among future teachers. These organizations can offer workshops, conferences, and resources that focus on ethical considerations in education. By actively engaging with and participating in these

organizations, aspiring educators can gain exposure to ethical leadership models and connect with like-minded peers and mentors who prioritize ethical conduct.

Incorporating literature and media that explore ethical dilemmas and moral questions into teacher preparation programs can stimulate ethical reflection. Novels, films, documentaries, and case studies can provide future teachers with rich ethical narratives that encourage critical thinking and ethical discussions. Analyzing these narratives can help aspiring educators develop their ethical reasoning skills and empathy. Educational institutions should foster a culture of ethical dialogue among students, faculty, and staff. By creating spaces for open and respectful discussions about ethical issues, institutions promote an environment where ethical considerations are valued and prioritized. These dialogues can serve as platforms for sharing diverse perspectives, exploring ethical dilemmas, and collectively seeking solutions that align with ethical principles.

Assessment tools and methods should be integrated into teacher preparation programs to measure the ethical growth and development of future teachers. These assessments can include self-assessments, peer evaluations, and portfolio reviews that specifically focus on ethical competence. Regularly evaluating ethical growth ensures that aspiring educators are progressing in their commitment to professional and moral excellence. Collaborating with ethical experts and practitioners from various fields can enrich the ethical education experience for future teachers. Educational institutions can invite guest speakers, scholars, and professionals who specialize in ethics to share their insights and experiences. Exposure to diverse perspectives and ethical expertise broadens the horizons of aspiring educators and deepens their understanding of ethical considerations in education.

In conclusion, the development of a professional and moral worldview in future teachers is a dynamic and multifaceted process that can benefit from collaboration with ethical experts, fostering a culture of ethical dialogue, encouraging ethical reflection through literature and media, and promoting ethical leadership within professional organizations. These strategies collectively empower educators to prioritize ethics, empathy, and moral responsibility in their practice, ultimately shaping a generation of teachers who are not only academically competent but also ethically aware and committed to fostering the moral growth of their students. Through these collective efforts, educational institutions can play a pivotal role in nurturing ethical educators who inspire ethical behavior and positive change in society.

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