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Abstract

The principle of humanity is, surely, one of the most significant moral principle regulating the influence of a teacher as a mature moral agent, since teachers, by means of their work, contribute to shaping the humanity and human dignity of students. The principle and value of humanity can, first of all, be applied to the relationship of the teacher towards students. Teachers should, by their humane approach, contribute to removing moral barriers, fear in children and youths, and accept them as morally equal partners. The author of paper deals with the forms of humanity within the teaching profession on the basis of the ethics of social consequences, which is a version of non-utilitarian consequentialism. This ethical conception is based on the principle and value of consequences resulting from decisions and actions as well as opinions and attitudes of a moral agent. The core of the value structure is mainly composed by the values of humanity, human dignity and moral rights of man, because a moral way of life helps the development of human life, it protects and supports it. At present, contemplations on these issues have been revived, thanks to, in part, discussions on ethics and morality regarding various professional aspects of human life.

Keywords: professional ethics, humanity, ethics of social consequences, teacher, student

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