

DEVELOPING MORAL VALUES AMONG ENGLISH LANGUAGE LEARNERS

DESENVOLVENDO VALORES MORAIS ENTRE APRENDIZES DE LÍNGUA INGLESA

DESARROLLO DE VALORES MORALES ENTRE LOS ESTUDIANTES DEL IDIOMA INGLÉS

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ABSTRACT: The paper presents the results of a theoretical and methodological study of the difficulties and opportunities of developing students' moral values among English language learners in the system of modern education. The moral education of students in the context of the ongoing digitalization of society, caused by world transformation and globalization, requires a specific analysis and development of new approaches to the formation of moral norms and personal values. The authors determine methodological approaches to moral values among English language learners, considering the historical experience and achievements of the past's classical domestic psychological and pedagogical science. The analysis results allowed the authors to conclude that the solution to the problem of the development of the moral values of students in the context of global digitalization is possible by relying on the new theory of moral education, the system of provisions, and methodological principles.

KEYWORDS: English learners. Moral education. Education. Moral values. Moral development.

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RESUMO: O artigo apresenta os resultados de um estudo teórico e metodológico das dificuldades e oportunidades de desenvolvimento dos valores morais dos alunos entre os alunos de língua inglesa no sistema de educação moderno. A educação moral dos alunos no contexto da digitalização contínua da sociedade, causada pela transformação do mundo e pela globalização, requer uma análise específica e o desenvolvimento de novas abordagens para a formação de normas morais e valores pessoais. Os autores determinam abordagens metodológicas aos valores morais entre os alunos de língua inglesa, considerando a experiência histórica e as conquistas da clássica ciência psicológica e pedagógica doméstica do passado. Os resultados da análise permitiram aos autores concluir que a solução do problema do desenvolvimento dos valores morais dos alunos no contexto da digitalização global é possível com base na nova teoria da educação moral, no sistema de disposições e nos princípios metodológicos.

PALAVRAS-CHAVE: Aprendizagem de inglês. Educação moral. Educação. Valores morais. Desenvolvimento moral.

RESUMEN: El artículo presenta los resultados de un estudio teórico y metodológico de las dificultades y oportunidades de desarrollar los valores morales de los estudiantes entre los estudiantes de inglés en el sistema de educación moderna. La educación moral de los estudiantes en el contexto de la digitalización en curso de la sociedad, provocada por la transformación del mundo y la globalización, requiere un análisis específico y el desarrollo de nuevos enfoques para la formación de normas morales y valores personales. Los autores determinan los enfoques metodológicos de los valores morales entre los estudiantes de inglés, considerando la experiencia histórica y los logros de la ciencia psicológica y pedagógica doméstica clásica del pasado. Los resultados del análisis permitieron a los autores concluir que la solución al problema del desarrollo de los valores morales de los estudiantes en el contexto de la digitalización global es posible apoyándose en la nueva teoría de la educación moral, el sistema de disposiciones y los principios metodológicos.

PALABRAS CLAVE: Estudiantes de inglés. Educación moral. Educación. Valores morales. Desarrollo moral.

Introduction

A child at primary school age has not yet formed as a person, but he is already an inseparable member of society. That is why, in such an age period, the role of teachers is extremely important, because the point is about raising a socially responsible citizen, a person who respects his country, work for its good and lives his life, taking account of not only personal preferences, but also the interests of society and the state in general.

To develop such qualities in a child, it is necessary to apply a policy of fostering moral guidelines in the upbringing of children. Today, under the influence of informatization and excessive digitalization, the line of behavior and attitudes to children is interpreted by social networks and persons who are recognized as influential on the Internet. And, in most cases, they are far from the concepts of morality and morals. Accordingly, one can speak about

blurring the boundaries of morality in the contemporary world. In this regard, the problem of a lack of or distorted understanding by the child of family values, patriotism and love for the motherland comes to the fore.

Morality is a personality quality, which is based on the principles of knowledge about social norms and morals and is also supported by a person's convictions and his life ideals. In society, the person who identifies his norms and rules of behavior with those ones that are accepted in the society in which he is in will be recognized as moral.

Morality does not arise in a child independently, on the contrary, it is brought up by the older generation, the experience handed down by it. Moral education should be understood as a continuous process in which a child develops such ideas about the world, qualities and behaviors that are acceptable to society. This action occurs through the influence of adults on the feelings and consciousness of children.

Materials and Methods

Younger age is the optimal time to lay the foundation of morality in a child, because he can already be aware of what is happening, becomes receptive to the experience of an adult and strives to adopt it. The child is extremely susceptible to emotional impact from the outside, therefore, it is extremely important to lay down the moral principles of the personality and to introduce children to social and universal norms of morality, otherwise, these qualities will either remain undeveloped or become distorted, due to subsequent negative influence by the digital space.

One of the key categories of moral education is a moral sense. It implies a feeling that introduces the child to continuous identification with moral relations in society. It is worth noting that they can have a positive and negative character. A positive moral sense is always correlated with social requirements and approved by society. Friendship, respect, sympathy, a sense of comradeship, a sense of community with a team or social group belong to such senses. By negative feelings we mean a sense of an unfriendly attitude towards others, gloating, envy, personality qualities that are considered as immoral, etc.

The meaning of moral education consists in forming a child's worldview, which should be based on the categories of norms and morality. Thanks to such a worldview, a person begins to act in the future, proceeding from the moral categories inherent in him, which is reflected in his behavior and habits.

In pedagogy, much attention is paid to nurture of moral qualities in a child. Such well-known pedagogical figures as V.A. Sukhomlinsky (2013) and Sh.A. Amonashvili (2017) were among the scientists who considered this issue (BELOGUROVA, 2014; SUKHOMLINSKY, 2013; ILYUSHINA, 2018; APETYAN, 2014; BOYAZITOVA, 2019; ARAPOVA, 2018; VELICHKO, 2010; SHPAGINA, 2020; BOZHOVICH & KONNIKOVA, 2000; GAMEZO, PETROVA & ORLOVA, 2003; PILYUGINA, 2011; PODLASZY, 2008; ELKONIN, 2008).

Based on the etymology of the word "education", it becomes clear that the root part of the word, and hence its central category, is the term "nutrition". It means raising a child who is still completely helpless in this world. From the point of view of socialization, to "nourish" a child means adapting him to the norms of the society in which he grows up, promoting his self-identification based on the culture of the country's people. Thus, upbringing should be understood as the activity of the older generation regarding children, which is aimed at forming their persistent convictions, life values and personality qualities (EFIMOVA ET AL., 2018; SALAKHOVA ET AL., 2019; SALAKHOVA ET AL., 2020).

To understand the role of upbringing in the life of a child of primary school age completely, it is necessary to outline the psychological mechanism of its implementation (ANDROSOVA, 2019):

- 1) The child learns certain actions and acquires knowledge, which is subsequently formed into his social experience.
- 2) Due to the fact that there is a process of adopting social interaction and all its types and structures, the experience gained is transformed and a change in the mental structures of the personality occurs.
- 3) The final stage in the transformation of the psychic processes of the individual is the change in the behavior of the individual, as well as his actions in relation to the surrounding society.

Thus, upbringing as a type of social influence in the modern world is understood from the position of instilling morality and patriotism in a child through the interaction of various subjects - individual (specific people), group (micro groups and teams) and conditionally social institutions of upbringing.

Different age stages in the process of growing up a child contain excellent opportunities for the implementation of the process of moral education. A child of primary school age, a teenager and an adult young person will perceive differently the educational process directed towards them by the older generation.

Primary school is the stage of growing up, during which the child is still developing psychic processes aimed at cognizing the surrounding reality - perception and sensation. At this age, children are still open to new things, inquisitive and emotional, they are attracted by everything new that they still cannot explain due to their age.

At the elementary school, the child still thinks by means of specific categories, but gradually this process passes into the stage of formal operation. If students in the first grade perceive an object in terms of its signs and actions, as well as what it is intended for, then by the third grade the student can rely in his conclusions on the experience and knowledge that he has received by a given period. This indicates that the criterion for assessing moral and patriotic education at this age is figurative and meaningful (Belorybkina, 2016).

At primary school age, the child cannot yet be responsible for his own development, therefore, this process completely depends on the adults who surround the child and on what social group will be formed around him. Thus, the way of thinking and mode of actions that the surrounding adults transmit to the child becomes a standard for him, and over time - a variant of the norm. At the same time, already at primary school age, the child gradually begins to develop the skill of "orientation in his inner world."

Due to undeveloped self-awareness, the behavior of primary school students can be characterized as imitation of an adult or unreasonable action induced by internal impulses. This is an important criterion in the implementation of the moral and patriotic education of children. The teacher needs not only to convey some information to the students, but also to demonstrate his own adherence to it, thus, the moral consciousness of students will be expanded and developed, as well as enriched with a living example in various areas of moral education.

Education focused on a person, his life, activities is promising only when such forms interact between educators and students that activate the process of education initiative in children (MASLO, 2017).

Considering the role of the teacher in the moral education of students, it is necessary to identify the style of education that will provide the educational process most fully based on a respectful attitude towards the personality of the child, as well as on focusing on his characteristics as a subject of the educational process.

Person-centered education is the most favorable approach. The main feature is the absence of a directive from the teacher, the desire to establish interaction and contact with each student, paying attention to his individual differences. Only thanks to this approach is it possible to pass ethic principles and moral values to a child and form his willingness to adopt

these personality traits from the teacher. Thus, the process of becoming an integral personality takes place, which learns to respect the boundaries of other people.

The main quality of a qualified teacher is the ability to build relationships with students in the framework of cooperation and trust, but at the same time not to lose some distance between one another. In case if the teacher fails then either the upbringing process, as well as the educational one, lose their effectiveness and can become beyond the control of the teacher. The task of the teacher is to create a certain harmonious microclimate in which students will feel as comfortable as possible, will be able to relax and not be afraid of making mistakes. At the same time, in such a microclimate, the teacher cultivates high principles of morality and ethics, which are characteristic of a highly developed society. Thanks to such conditions created by the teacher, schoolchildren realize their necessity, build their personality identification with moral norms, and they have an inner impulse to follow such moral norms (ANDROSOVA, 2019).

Moral education is based on creating a trusting rapport and mutual trust between the teacher and the students. Thus, children can "read" the moral character of the teacher and try it on themselves through imitation.

The role of the teacher as a moral model is very important for the student, as an example of moral behavior, a moral person, especially for those children who do not receive examples of moral behavior in the family and other institutions of socialization, are deprived of a warm and respectful attitude and support from adults. This means that the work of a teacher with a student is impossible without constant work on oneself - his character, behavior, attitude towards others (MASLO, 2017).

Another instrument of the teacher in the educational process is special exercises that have a moral nature and help to consolidate stable patterns of behavior in schoolchildren. In the case when a teacher conducts moral activities with students but does not properly reinforce it through exercises and personal example, the impact on the behavior of students remains insignificant and will not have the desired result (Belorybkina, 2016).

In the scientific community, the methodological developments of such teachers as N.E. Kovalev, B.F. Raisky and N.A. Sorokin (1987), are of great importance who identify the following conditions for the moral education of schoolchildren (Belogurova, 2014; Kovalev, Raisky & Sorokin, 1987; Belyaeva, 2012):

- synergy in the relationship between the teacher and students, for the benefit of resolving any situation;
- cohesion and mutual cooperation within the children's team in the classroom;

–the use of various techniques by the teacher aimed at the formation of students' moral qualities and moral values.

When we talk about the formation of moral qualities in primary school students, we assume that the teacher builds activities in such a way that he focuses on other moral qualities of the child, which directly have influence on the formation of his moral component of the personality. All these qualities develop in a child in accordance with age and his psychological readiness, do not arise immediately, but are strengthened gradually, thanks, inter alia, to the correct actions of the teacher.

Primary school students are very impressionable due to their age. An adult who makes an impression on them triggers an instinct in children to follow him. That is why junior schoolchildren choose the manner of imitation. In this age period, children are most open to external influence, and therefore, in the absence of negative and authoritarian pedagogical influence, the authority of the teacher for the student becomes extremely high. Through this, during the period of primary school age, it becomes possible not only to form a value foundation in the child, but also to make the necessary adjustments in the sphere of his problematic interpersonal relations, the lack of a positive climate in the family, etc.

To do this, the teacher is guided by various tools that are appropriate in each individual case of working with a student. Socially useful activities that a student participates in without being urged become the most common ones. Such activities include, for example, helping classmates, patronizing the elderly, taking care of animals in the classroom, etc. A qualified teacher can select the required activity for a student, based on his system of values and moral guidelines.

Thus, if a teacher chooses a personality-oriented approach in interaction with school students, then the process of moral education becomes natural, attractive for them, does not cause protest and unwillingness to follow the teacher's recommendations. To implement such a scenario, the teacher must fulfill the following conditions:

–proceed from the actual needs of each child, taking account of the age criteria that form the needs and interests of schoolchildren;

– make efforts to endow social activities with an emotional component; fulfillment of obligations should not become an obligatory routine for school students, on the contrary, the teacher creates a situation where the emotional component joins a group of students together and they themselves express a desire to perform actions for the common good;

–form such an environment in the student group that would contribute to overcoming difficulties due to the volitional efforts of children, which, ultimately, will lead them to success in the activities they are engaged in;

–cultivate a positive mood in the team, promote a joyful lifestyle of students;

– deliberately uses the techniques of emotional involvement, because he understands the power of personal influence on children and his level of authority;

–creates a favorable psychological climate in the team, a general atmosphere of trust, goodwill of one person towards another (KAZAKOV & KONDRATYEVA, 2019).

All the above-mentioned conditions will be most effectively fulfilled using modern information technologies. However, in the modern school, underestimation of these means of education is still acutely felt. Teachers at mass schools do not have specially designed programs for cultivating moral qualities in children; often activities with students in this area are unstable and vague (MASLO, 2017).

That is why it is extremely important for a teacher to choose the correct forms of moral education for students. By form, we understand the choice of an option of the education process organization, which will include both methods and goals and objectives. To date, there is no single classification that would reflect the forms of educational activity in an educational institution. At the same time, there are standard forms that are widely used in the educational process today. According to the foregoing, let us analyze the known forms of moral education.

1. Individual form: it assumes the focus of the teacher on each child separately, which is expressed in personal interaction with him, assistance in difficult situations, paired teacher-student interaction in resolving a problem situation, counseling.

2. Group form: it is determined by the fact that the teacher interacts with a separate micro group of students. This can happen through the organization of some collective activity by the teacher in the form of a circle or an elective, and group work has proved to be quite effective in project activities. In group work, the teacher has a great influence on the children, but attention should also be directed to each member of the micro group. A distinctive feature of this form of education is that the teacher can transmit to students the ideas of collectivism and humane attitude towards each other, which is also included in the concept of moral education.

3. Frontal form: it assumes that the teacher is engaged in the process of educating the whole class at once. It is usually conditioned by the formulation of a specific task that students must complete.

Results and Discussion

Thus, having analyzed the forms of the educational process that a teacher can use when interacting with students, we can note that each of them has application in the context of the educational process in general, and moral education, in particular. The frontal form can be considered the least effective, because in this case, there is no personal orientation towards each student. Moreover, if the teacher has the ability to keep the attention of each student in the class and influence the discipline, then this form occurs.

The main discussion issues within the framework of this topic remain:

1. Teacher's personality: for the teacher to be able to pass the norms of morality and ethics to students, he must himself be a highly moral person. Accordingly, the question arises not only about the professional training of these qualities of a teacher in higher educational institutions, but also about the continuous self-development of the teacher's personality.

2. The role of the teacher in the formation of the morality of students: of course, the figure of the teacher is key in the formation of the moral qualities of students, but the role of the closest circle of the student - his family - is also important. Accordingly, if the parents and other significant adults of the schoolchild do not possess moral standards, the question arises as to how much the child himself will have such moral qualities.

3. The ability of the teacher to influence each student: due to the characteristics of the character, individual personality traits of the child, his temperament and psychophysiological inclinations, the question arises about the equal influence of the teacher on each student in the context of education of moral qualities. It should be considered that not all students in the class will be able to perceive the values cultivated by the teacher and build his way of life, following them (KAZAKOV & KONDRATYEVA, 2019).

Conclusion

The emotions of primary school students should be guided in the mainstream of moral values and develop responsiveness and response in them in the form of a desire to follow the cultural traditions of their kind.

Peculiarities of relationships with peers, the authority of a significant adult, the ability to think, to make independent value choices and to visualize one's own moral and patriotic stance in creativity products of (an effective and practical criterion) - all this must be taken into account when choosing the topic of projects (ZHARKOVA, 2017).

Thus, the period of elementary school is an extremely important stage in the process of upbringing a child and the formation of his personality, the formation of ideals, values, and norms, based on which he will live his adult and conscious life. That is why it is difficult to overestimate the role of the teaching staff in the life of a child since it is up to the teacher to create favorable conditions that allow the child to form the correct moral and patriotic basis for raising a harmonious and developed personality.

Moral education is a process aimed at the holistic formation and development of a child's personality and involves the formation of his attitude to the Motherland, society, groups of people, to individuals, to work, his duties and to himself (PLATONOVA, 2014; BELYAEVA, 2012).

An extremely important task of the teacher is not only the process of passing knowledge and skills to schoolchildren, but also laying moral foundations in them, which the structure of their personality will be built on in the future. The task of cultivating values and morality in students lies in the fact that children could have a desire to find moments in their activities that could be corrected to improve their life and society as a whole. The teacher transforms such social requirements as conscience, honor, a sense of duty and morality into internal stimuli of the child's personality, which is the key goal of moral education.

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