

Research on Schoolchildren's Moral Education at the Present Stage of Development in Russian Society

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Abstract—The article presents the results of research of schoolchildren moral education state. It is noted that significant part of the respondents is characterized by an insufficient level of moral values formation. The authors propose to familiarize high school students with the principles of moral education. With skillful implementation in practice, this task can be solved consciously and creatively basing on the most effective means and methods of influence.

Key words—moral education; values; schoolchildren; spirituality; moral standards

I. INTRODUCTION

At the present stage of society development and implementation of policy in the field of education and science, national ideas of morality are designed to perform the educational functions. In this regard, the study of issues and problems of moral values education of young people, in particular, students of secondary schools becomes particularly relevant.

Today, it is not enough for a school graduate to have only proper General education. Thus, modern man has to be a competent worker and a qualified specialist at the same time, to be able to interact with people, to have moral authority, primarily due to the presence of moral qualities, values and attitudes of personality [4].

In this regard, researchers are not just right to emphasize that the priority should be put forward higher requirements for the reliability of his moral, moral qualities [12]. It seems to us that the moral education of a school graduate can contribute to the personal self-determination of a young man, his adaptation to the socio-cultural environment of the modern world and reduce infantilism and indifference.

II. METHODOLOGICAL FRAMEWORK

The methodological basis of the research is:

- the concept of the social human nature, developed by V. I. Andreev, Sh. A. Amonashvili, B. M. Bim-Bud, K. N. Wentzel, B. S. Golfovym, V. A. Suhomlinsky, L. N. Thick;

- the person-oriented approach, through which the pedagogical interaction was carried out in order to diagnose the personality of the senior classes student, presented in the works of E. V. Bondarevskaya, B. F. Lomov, I. S. Yakimanskaya;
- the competency-based approach, developed by V.I. Baidenko, V. A. Bolotov, Yu. Emelyanov, E. F. Zeer, I. A. Winter, E. Ya. Kogan, J. G. Tatura, A.V. Khutorskoy, etc.
- the theoretical positions of integration in the education of A. I. Danyluk, O. V. Shemet, V. A. Shershneva, etc.

In pedagogical research, positive experience has been gained in identifying the complex mechanisms of upbringing personal values. So, for example, in studies of A.V. Kiryakov this mechanism is presented as a generalization of value orientations, including the stage “a search- an estimate- a choice- a projection” [6]. L.P. Razbegaeva understands this system of activity in the formation of social values and qualities as three consecutive stages “informative-search – evaluation – prognostic”.

Without going into a discussion about the definition of the mechanism of moral values education, for our study it is important to emphasize that the process of education is generally multi-stage and consistent. It is based on certain pedagogical principles, in which the main task of teachers is only to direct the process of education.

III. RESULTS AND DISCUSSION

The organization of research on the education of the moral values of schoolchildren was carried out consistently and proceeded in stages.

At the first stage of empirical research, an analysis of the scientific and theoretical literature on the studied problem took place, various points of view on the concept, essence and content of moral values were considered, and factors influencing their adequate formation and development in the school educational system were analyzed. The object, subject, goals and objectives of the study were identified and clarified,

a complex of organizational and preparatory activities was carried out.

During the second stage, a survey of schoolchildren was conducted with the aim of studying the level of their moral upbringing, as well as an analysis of the activities of teachers in the implementation of educational activities of various kinds, causing the development of spiritual and moral values of students.

The third stage was final. During this stage, the indicators of moral education of schoolchildren were analyzed, summarized and evaluated.

To determine the state of the level of moral education of students, the author's questionnaire was used, which included questions aimed at studying:

- The presence of schoolchildren knowledge of basic ethical categories;
- The moral orientation of the individual;
- The presence of a clear position regarding the role of moral values in modern society;
- State understanding of the significance of moral values in the public life of adolescents;
- The presence or absence of a desire to improve the educational and moral level;
- striving for specific moral qualities, values;
- Individual and personal approach to the determination of the determinants of moral and ethical behavior.

At the end, respondents were asked to evaluate the leading moral and ethical qualities necessary for a citizen in order of importance. It also made possible to draw conclusions about motivation.

When studying a group of schoolchildren, we used a quantitative-qualitative strategy that allows us to fix the general level of moral and ethical ideas of students. This part of the study is based on the results of the survey of 11th grade students. In general, 40 schoolchildren were involved in the survey.

According to the survey, 80% of respondents attributed the issues of the formation of spiritual and moral qualities to the relevant in modern Russian society, which determines the significance of the study. At the same time, this fact indicates that with full awareness of the importance and topicality of the problem of forming the moral qualities of young people, a significant group of schoolchildren (10%) did not answer the question "Why should moral norms exist in society?".

Thus, respondents are aware of the importance of moral norms, but are not always ready to correctly and convincingly present their point of view on this matter. The remaining answers of the students regarding this issue as a whole can be represented in the form of the following diagram (Figure 1).

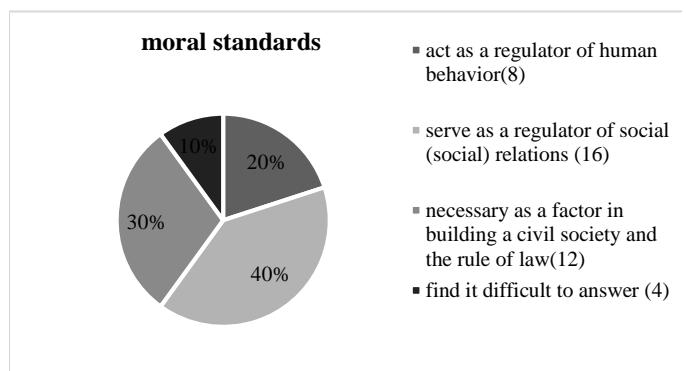


Fig. 1 Diagram of students' answers to the question "Why should moral norms exist in society?"

To the question "Do you have a purpose in life?" 100% of schoolchildren answered in the affirmative, while 30% of the respondents could not justify it. This fact speaks of the fuzzy formation of the value-targeted and life position of pupils of the 11th grade.

In our opinion, questions about a citizen's spiritual and moral qualities are of particular interest. 100% of schoolchildren affirmatively answered the question about the need for spiritual and moral qualities in the modern society. But, 20% of respondents could not explain the designated position. The remaining 80% of the immediate causes of the need for moral qualities, identified integrity in the performance of professional tasks; the requirement of humanity and legality in their behavior, avoidance of unacceptable, harmful, ethically useless, unworthy behavior. These results suggest that students understand the spiritual and moral qualities as the invisible basis of legitimate, lawful, impeccable behavior.

Among these qualities, students identified the following: honesty and decency; courage; education; justice; conscience; responsibility and confidence (in actions and deeds); humanity; composure; belief; kindness, mercy, restraint and tolerance; courtesy and good manners; the presence of will and strength of spirit, spiritual literacy; duty and valor.

It was also called such a quality as prudence, which is necessary, in our opinion, to identify, rather, with the ability to predict; prudence and foresight in the construction and organization of activities.

The results of the survey among schoolchildren also indicate the vagueness of their ideas about the content and essence of the concept of the main category - "morality". So, 5% of respondents could not characterize and explain the content of this category. 80% of the surveyed schoolchildren gave monosyllabic and non-developed concepts (for example, "attitude to good and evil"; "ideas of good and evil", "a set of human views on life"; "rules or a set of qualities that determine people's behavior in society"; "internal behavior of a person ";" evaluation of actions by a person as good, good ";" a sense of goodness towards others, the ability to understand them ", etc.). Only 15% of respondents were able to give the most complete definitions of the notion of the phenomenon of "morality", explaining their answer with an indication of the word

synonyms. This indicates a partial and sometimes complete lack of theoretical knowledge of students in the field of ethics and morality.

Also, the questionnaire contained a block of questions on factors positively influencing the level of spirituality and morality of a person. Answers were presented as follows (Figure 1).

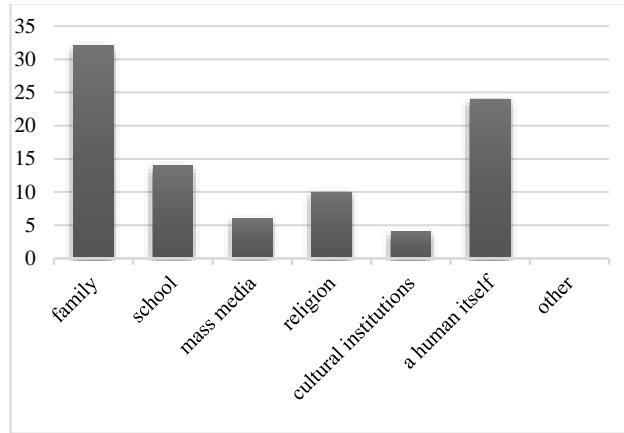


Fig. 2 Answers to questions on factors positively influencing the level of spirituality and morality of a person

Thus, a special determining factor is a family, as the basis of the education of morality and spirituality of a person. The second and important is the process of self-education and self-improvement. Schools were allocated by 35% of respondents as a factor positively influencing the process of moral education.

The block of answers characterizing the factors that negatively influence the formation of the level of spirituality are also presented in the diagram (Figure 3).

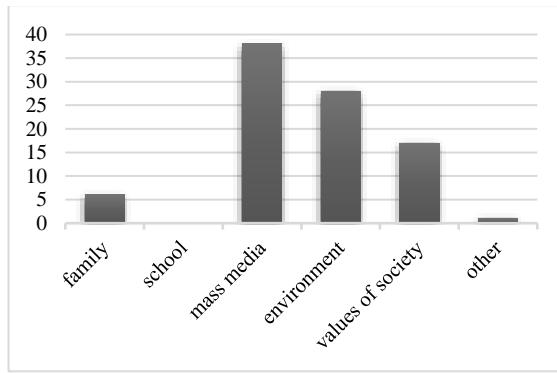


Fig. 3 Answers to questions on the factors that negatively influence the formation of the level of spirituality

Among other factors, a special opinion was stated: "the imposed modern" European "values". This answer characterizes the student not only from the point of view of his interest in the modern political situation in Russia and in the world, but also by the desire to define the Russian people as the original bearer of the age-old Russian moral ideas about the categories of morality and spirituality.

In our opinion, the final question most fully indicates the desire of students to certain moral qualities and characteristics

necessary in modern realities. Quality, according to students, should be graded as follows (starting from the most significant):

1. Responsibility;
2. Justice;
3. Dignity;
4. Mercy / humanity;
5. Independence;
6. Kindness;
7. Sensitivity.

Thus, the results of the survey we cited showed that schoolchildren do not have a sufficiently high level of education of moral values.

As a result of the complex generalization of empirical data obtained by us in the course of the study, three main levels of the formation of the schoolchildren moral qualities should be distinguished:

- with a high level of development of spiritual and moral values;
- with a sufficient level of development of spiritual and moral values;
- with insufficient (low) level of development of spiritual and moral values.

The first group of schoolchildren should be attributed to students who are distinguished by a high level of development of moral values and ethical qualities (15%). They are characterized by a high need for the knowledge of moral issues, distinguish it as relevant and topical for modern society; they have a clear theoretical knowledge in this area; they give preference to such spiritual and moral values as good, justice, respect, which testifies to the harmony and humanity of personal development.

Schoolchildren of the second type (55%) are sure that the problem of spiritual development is relevant, but often they cannot substantiate their position reasonably; they have a developed need for knowledge. There is a basic theoretical knowledge in the field of defining the phenomenon of morality and ethics.

A significant part of the surveyed schoolchildren is distinguished by an insufficient (low) level of formation of moral values – 30%. Students in this group are characterized by an ambiguous view of the problems of spiritual and moral development; they have weak ideas about moral and ethical concepts and categories, which, in turn, make it impossible to rely on them in your life; they have a low level of empathy.

The study of scientific and pedagogical literature [13] showed that the complex process of educating the moral values for schoolchildren is successful when teachers of secondary schools take into account a certain set of pedagogical conditions, which, in our opinion, include

- 1) the organization of the educational process in school, which stimulates high moral motivation and orientation of

schoolchildren towards active educational and cognitive activity;

2) increasing the moral authority and personal example of teachers, their socio-cultural competence;

3) the organization of interaction between teachers, students and parents in order to increase the moral education of students;

4) pedagogical support of schoolchildren in their sense-seeking activity on the education of moral values, attitudes and moral qualities, ensuring a systematic impact on the consciousness of schoolchildren in order to develop their correct ideas about morality, its principles and norms, values and ideals, moral qualities;

5) the creation of moral personality-oriented situations for students to understand their own life experience;

6) creating an upbringing environment in the classroom that allows for the realization of moral person-oriented situations for the development of the moral values of adolescents and their ethical protection;

7) approval of social justice in school as a factor in maintaining a healthy moral and psychological climate in the classroom;

8) ensuring the participation of schoolchildren in the activities of public organizations, the implementation of public instructions

The listed pedagogical conditions are due to the requirements of modern society for the younger generation's upbringing.

Only the complex creation and use of the pedagogical conditions identified by the authors makes it possible to carry out purposeful and effective influence in the field of educating students' moral values. At the same time, the activity-functional element, that is, the mechanism of education, acquires special significance.

Structuring and systematization of the spiritual and moral education principles from the general range of principles, as well as their subsequent implementation is a necessary condition for determining the pedagogical conditions. The principles of education in pedagogical science are identified with the basic requirements to the essence, content, methods, organizational forms of the process in accordance with its primary goals and objectives.

Reflecting the specifics of the educational process at the university, its direction and organization, they are a system of leading ideas that determine the pedagogical conditions and help to achieve the best results in this field. Knowledge of the moral education principles and their skillful implementation in practice allows consciously and creatively solving educational tasks taking into account specific conditions, choosing and using the most effective means and methods of influence [1].

Following these principles will allow, according to the authors, to increase the effectiveness of the organization and implementation of measures for the upbringing of the spiritual and moral values of adolescents. In addition, the entire set of fundamental principles is interconnected and interdependent

and personifies the authors' common view on the specifics of moral and ethical education. At the same time, at the stage of the social formation of a personality, the implementation of these requirements is impossible without reliance on specific forms and methods of psychological and pedagogical work.

So, A. B. Nerobei highlights among the means of moral education following: 1) culture, as the cumulative spiritual experience of mankind, existing in three major forms: spiritual (various elements and states of consciousness), materialized (certain spiritual phenomena), institutional (cultural aspect various institutions of society). Through the category of "culture" translates spiritual and moral, creatively transforming and humanistic essence of society; and 2) faith (religion), as a special state of mind, which is a complete and unconditional acceptance of any information, texts, phenomena, events or their own ideas and conclusions, which can act as the basis of his "I", defining some of his actions, judgments, norms of behavior and relations. In turn, religion performs a number of functions obviously necessary for providing educational process, namely moral (valuable, axiological), spiritual, epistemological, political, historical, psychotherapeutic, pedagogical, function of socialization[8].

Professor V. E. Chernikova in her research adheres to the position that education can not perform its educational functions on the transfer of fundamental moral values, if it itself is not ethically saturated[14].

M. A. Mefodieva refers to traditional means and sources of morality: work, art, science, religion, family[7].

Works of folklore (fairy tales, epics, riddles, Proverbs, songs), according to M. S. Zhirov and S. N. Zenin, are not only a treasure trove of folk art culture, but also serve as a means of crystallization in them for many centuries of important spiritual values and moral commandments[5].

We believe that only the harmonious and interdependent use of all the above-mentioned means of moral education, based on the traditions of the national pedagogical culture, can contribute to the full formation and development of the senior schoolchildren personality.

In turn, in order to optimize and improve the efficiency of the process of moral qualities formation of students, it is necessary to carry out a whole range of measures implemented both in educational and educational, and in extracurricular activities.

The complex program of moral values education of school students should be provided by the purposeful psychological and pedagogical work of teachers carried out with use of various psychological and pedagogical technologies, through acquisition of spiritual and moral knowledge, development of collectively supported values, approbation of spiritual and moral knowledge in activity.

Among the activities for the acquisition of knowledge in the field of morality and ethics of particular importance is the study of philosophical, social and ethical aspects of the phenomenon of morality in the disciplines of the humanitarian cycle. Humanitarian training courses have an important educational and motivating impact through discussions about the concepts

and content of ethical categories such as duty, justice, honor, conscience, good and evil, carry a "charge" of morality.

According to the authors, it is also necessary to develop a detailed extracurricular program, the initial purpose of which will be, of course, the education of moral, spiritual and moral qualities, values and attitudes of high school students. As noted by A.V. Barabanzhikov, extracurricular time, during which the independent preparation of students, leisure, recreation, communication, various types of cultural events has a great influence on the process of moral education and development of their personality[2].

Therefore, the introduction and implementation of the extracurricular program will allow purposefully and constructively encourage high school students to form spiritual and moral qualities through collective discussion and development of solutions to the problems of modern deformation of cultural values of youth and society as a whole.

IV. CONCLUSION

So, our study allowed us to draw the following conclusions on the problems of senior students moral education:

1. some high school students have a low level of moral education, which undoubtedly affects their behavior, leading them to deviations, and sometimes to a direct violation of the law;
2. it should be noted that for the majority of schoolchildren it is necessary to ensure and organize the proper education of moral values, which can serve as a further incentive for their personal growth and moral development;
3. moral education should be carried out in the educational and extracurricular activities of students through creative tasks relevant to high school discussions of moral orientation, brainstorming and other interactive methods, not lectures and teachings;
4. the level of psychological and pedagogical support of schoolchildren should be increased.

The practice and organization of the process of students moral education in the senior classes of secondary schools requires today a comprehensive supplement and qualitative transformation carried out on the basis of psychological and pedagogical technologies and regulation.

The problem of value orientations of the student's personality, the formation of his spiritual and moral ideal is important in theoretical and practical relations.

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