

УДК 37.02

DOI: 10.26140/bgз3-2021-1001-0031

МОДЕЛЬ ФОРМИРОВАНИЯ НРАВСТВЕННЫХ КАЧЕСТВ ЛИЧНОСТИ МЛАДШИХ ШКОЛЬНИКОВ СРЕДСТВАМИ ИНОЯЗЫЧНОГО ОБРАЗОВАНИЯ

© Автор(ы) 2021

Author ID: 719217

SPIN: 2922-6532

ORCID: 0000-0002-7526-011X

КОРОЛЕВА Наталья Михайловна, кандидат педагогических наук,
доцент кафедры иностранных языков

Author ID: 740590

SPIN: 5807-4061

ORCID: 0000-0002-4304-1190

ЗЕМЛЯНСКАЯ Елена Николаевна, кандидат филологических наук,
доцент кафедры иностранных языков

Юго-Западный государственный университет

(305018, Россия, Курск, ул. Серегина 30, e-mail: beseda.lena@yandex.ru)

Аннотация. Современный этап развития российской системы образования характеризуется значительными реформами, политическими и социально-экономическими преобразованиями, коренным образом меняющими социокультурную ситуацию, в которой протекает нравственное формирование и развитие личности человека. Безработица и рост бедности неизбежно влекут к утрате культурных, духовно-нравственных ценностей. Духовный кризис в стране делает актуальной задачу модернизации российского образования, которое, в свою очередь, невозможно без нравственного воспитания. Несмотря на наличие многочисленных государственных документов, в которых отражаются шаги усовершенствования процесса нравственного воспитания, решение данной проблемы не может быть признано окончательным. Обучение иностранному языку имеет определенные преимущества в плане формирования общечеловеческих ценностей, поскольку учебный процесс строится на межличностном общении, что позволяет оказывать влияние на формирование нравственных установок обучающихся. Анализ учебно-методических комплексов для обучения иностранному языку в начальной школе показал фрагментарный характер нравственно-ориентированных заданий и отсутствие последовательной стратегии воспитательного воздействия, ориентированной на нравственное формирование личности школьника. В данной статье возможность воспитательного воздействия иноязычного образования представлена теоретической моделью, цель которой целенаправленное формирование нравственных качеств личности младших школьников с помощью функционального переноса, который предполагает понимание и сопоставление социально-нравственного опыта, сформированного в результате изучения родного языка, с приобретаемым коммуникативным опытом, в условиях нравственно-ориентированного взаимодействия на уроках иностранного языка. Принципиально важно, что иноязычное общение на занятиях предполагает сопоставление родной и иностранной культур, в результате формируются нравственные установки и интерес к изучению иноязычной культуры.

Ключевые слова: иноязычное образование, иноязычная культура, функциональный перенос, нравственно-ориентированное обучение, младшие школьники, начальное образование, формирование личности, нравственные ценности, учитель иностранного языка, нравственность.

MODEL OF MORAL QUALITIES FORMATION OF YOUNGER SCHOOLCHILDREN BY MEANS OF FOREIGN LANGUAGE EDUCATION

© The Author(s) 2021

KOROLEVA Natalya Mikhailovna, candidate of pedagogical sciences, associate professor
of the Foreign Language Chair

ZEMLYANSKAYA Elena Nikolaevna, candidate of philological sciences, associate professor
of the Foreign Language Chair
South-West State University

(305018, Russia, Kursk, street Seregina 30, e-mail: beseda.lena@yandex.ru)

Abstract. The current stage of development of the Russian education system is characterized by significant reforms, political and socio-economic reorganizations that fundamentally change the sociocultural situation in which the moral formation and development of a person's personality is proceeding. Unemployment and rising poverty inevitably lead to the loss of cultural, spiritual and moral values. The spiritual crisis in the country makes the task of modernization of Russian education be urgent, which, in turn, is impossible without moral education. Despite the existence of numerous state documents concerning the improvements of the process of moral education, the solution of this problem cannot be considered as a final. As the educational process is based on interpersonal communication, foreign language teaching has certain advantages in terms of the formation of universal human values. It allows to influence the formation of moral attitudes of students. The analysis of the educational and methodological complexes for foreign language teaching in elementary school showed the fragmentary nature of moral-oriented tasks and the lack of a consistent educational strategy focused on the moral formation of the student's personality. In this article, the possibility of the educational impact of foreign language education is presented by a theoretical model, the purpose of which is the formation of younger schoolchildren moral qualities. It is possible by using the functional transfer, which involves understanding and comparing the social and moral experience formed as a result of the native language studying with the acquired communicative experience in moral-oriented interaction at foreign language lessons. It is fundamentally important to involve a comparison of native and foreign cultures in language learning. As a result, the moral attitudes and interest to studying foreign language culture are formed.

Keywords: foreign language education, foreign language culture, functional transfer, morally oriented education, younger schoolchildren, elementary education, formation of personalities, moral values, teacher of foreign language, morality.

INTRODUCTION.

The socio-economic and political reforms in our country have led to great changes in the sociocultural situation in which the formation of personality proceeds. "Poverty and primitivism of the value-semantic space of development

and formation of the personality are noticeably manifested, which leads inevitably to the appearance of moral deafness and the loss of empathy. Truly cultural, spiritual and moral values are lost" [1].

In connection with the emergence of a spiritual crisis in

society, the task of orientating to traditional universal values tends to become relevant; the understanding that "education without upbringing is a false affair" is returning [2].

The practice-oriented steps to improve the process of moral education are presented in the following public documents: the National Doctrine of Education of the Russian Federation, the Concept of Spiritual and Moral Development and Education of the Citizen of the Russian Federation, the Federal State Educational Standard of Primary General Education.

Unfortunately, the multifaceted nature of research conducted as the study of moral formation and development of the personality cannot be considered as final.

The analysis of educational and methodological complexes for teaching a foreign language in elementary school demonstrated that their contents include learning and brain exercises, aimed at mastering communicative competence, consolidating speech knowledge and skills. It is evident that morally oriented tasks are fragmented in practice of teaching foreign languages. There is no consistent strategy of educational influence, focused on the moral formation of the personality.

It is obvious that each academic subject contributes to the formation of universal values. In this case, foreign language lessons have certain advantages, as the educational process is built on interpersonal communication, which gives the possibility to form the moral values of younger schoolchildren.

In our research, we were based on the provisions on the development of personality in the dialogue of cultures proposed by the Russian Center of Foreign Language Education, founded by E. I. Passov.

In accordance with the concept, a person is formed in the context of a "dialogue of cultures", where each culture represents a certain form of thinking, worldview and behavioral dominants that affect the formation of a person, his moral attitudes and values [3, 4].

Paying attention to the importance of the problem, we proposed a model of moral qualities formation of the personality of younger schoolchildren at English classes.

The model we presented includes:

1. The goal is the moral development of the younger schoolchildren in the process of foreign language education.

2. Tasks - awareness of universal values; formation of the ability to evaluate people actions and development the ability to moral behavior.

3. The substantive basis is a system of moral values, native and foreign culture, reflected in specially selected, human-oriented, high-quality materials (poems, fairy tales and rhymes).

4. Basic principles: the principle of taking into accounts the age and psychophysiological characteristics; the principle of ethnocultural orientation of upbringing, the principle of upbringing education; the principle of unity of cultural and value space.

5. Pedagogical conditions:

- mastery of moral values in communication and in joint activities with the teacher;

- assistance of the teacher in understanding of the mechanisms of value-oriented activities (assessment, selection, reflection of the formation of values in the process of life);

- appeal to the social experience of the child, which is the potential of his moral development;

- appeal to values that determine the choice of life positions;

- the integrity of the process of training and education [5,6].

The theoretical model involves the training modules containing morally oriented tasks, the linguistic material of which corresponds to the program requirements for teaching a foreign language in a primary school. The educational process, which we take into account, is aimed at studying the emotional attitudes and learning outcomes. During the

training, we tried to influence their feelings [7, 8, 9].

The plot organization of classes helps to arrange the study of lexical and grammatical material in the framework of morally oriented communication.

In accordance with our goal, at the first stage of implementation of the model, we offer a variety of learning games, rhymes, and tales with a moral content from well-known works.

Acquaintance with the text in the native language is the emotional preparation for the perception of a similar text in a foreign language. The goal of this assignment is a focused appeal to the moral experience of children. This is the first step in using the functional transfer.

Semantization of the foreign words that are not emotionally significant for students is not productive for educational purposes.

The organization of learning material due to repeatability in game exercises can contribute to the study of vocabulary but it doesn't provide a transition to an emotional speech response to express moral experience.

In our study, we tried to organize teaching a foreign language so that speech actions correspond to the emotional and moral experience of students.

An example of tasks is the poem of Elena Blaginina "We are sitting in silence." Association with family members creates a positive excitement in the psyche of the child, promoting openness to further dialogue, willingness to follow the teacher [10].

We anticipate the semantization of words by a specially created emotional background, which helps to impact on the inner world of younger schoolchildren. A feature of this stage is the work on the rhythmic pattern of the poem in Russian that enables the subsequent perception of semantics and rhythm of a similar poem in English.

Then, work is done with a similar poem in English. Particular attention is paid to tapping the rhythm, which is common to English speech.

Thus, an internal dialogue takes place, in which the Russian word "Mum" and the English "Mummy" are associated with the emotional experience of the child.

For better language learning we offer various games and tasks in English ("Gather the word", "Echo", "Snowball", "Fold the picture", and "Guess the word"). The main aim of the tasks is to solve educational problems. At home, children draw a portrait or paste a photo of their relatives.

The second stage of experiential work involves the further structuring of moral experience. A functional transfer of existing moral experience into the foreign language content occurs in this stage.

With further studying the topic "Family" schoolchildren get acquainted with additional lexical units (father, brother, sister), demonstrate drawings, photographs and talk about their relatives. The purpose of the discussion is to structure the moral experience of students.

The emphasis on the ability to evaluate the positive and negative aspects in people's behavior continued as the study of predicative structures with the help of which it was possible to evaluate actions and qualities of a person. In relation to the chosen topic, the children were given the tasks with morally oriented content. For example, write down words that will help you to speak about your relatives (beautiful, smart, angry, kind, smiling, funny, hardworking, educated, cunning). The children studied the adjectives, described people and thereby expressed their moral position.

The accumulated experience and personal qualities of the child create the basis for the formation of a certain predisposition of pupils to perceive material with moral content, provided that it is interesting and emotionally significant for the child [5].

The third stage is based on the comprehension and correlation of individual social and moral experience obtained while studying the native language with the acquired communicative foreign experience. At this stage, a functional transfer of moral ideas in the perception of a

foreign language text in the process of interaction of two cultures takes place. Children were given an English text, which was introduced by association with the text in their native language.

The teacher and the children recalled the plot of the fairy tale "Twelve Months" together. They recalled the behavior of the stepmother, who had sent the poor stepdaughter to the forest to pick snowdrops in winter and talked about how people could feel when they were in troubles. Then they discussed how the British could react in such situations. After that, the children were given a text in which they had to find a phrase expressing sympathy:

1. A) Listen to the text. Pay attention to the translation of new words, find a phrase expressing sympathy.

MAGIC TIME

It is Wednesday. Masha is in the classroom. The teacher comes in and says: «It is magic time. It is time to listen to fairy tales.» The children like it very much.

The fairy tale is about a girl. The girl is sad. The girl has a stepmother. Her stepmother is not kind to her. The children are sorry for her.

B) Repeat the new words after the teacher. Remember the prepositions in expressions:

a fairy tale

sad

a stepmother

to listen to

to be kind to

to be sorry for.

2. A) Listen to the tale and read the captions under the pictures.

1 picture (sad girl) - This is a girl. She is very sad.

2 picture (stepmother) - That is her stepmother. She is very bad.

B) Repeat in chorus:

Oh, we are sorry. The girl is so sad.

Oh, we are sorry. The stepmother is so bad.

C) Look at the picture and read the caption:

It is a cold winter. It is late at night. Everything is cold. Everything is white. Winter is cold. It is a late night.

D) Repeat the second part of the story after the speaker (the recording sounds), clapping to the rhythm.

E) Look at the picture and listen to the sequel of the tale: But the stepmother says: "Go to the forest and pick some snowdrops (snowdrops)."

F) Repeat in chorus:

She sends her to the forest on a cold winter night. That's not good. That's not right.

Oh, we are sorry. The girl is so sad.

Oh, we are sorry. The stepmother is so bad.

She sends her to the forest on a cold winter night.

That's not good. That's not right.

After listening to the recording, the teacher asked the children to recall the events when the Englishman could say the phrase: "Compassion for me". The children gave the examples of situations in Russian, but expressed sympathy in English.

Then the pupils described the girl's state of mind in a fairy tale (they called adjectives which can be used to describe the girl's feelings and the personal qualities of her stepmother). After that, they were invited to listen to a fragment of a fairy tale in English, based on the text. Their task was to find the English translation of the adjectives "sad", "evil" in the text and learn to pronounce evaluative phrases: That's not good! That's not right! At this stage, the moral development of pupils was carried out in the process of performing speech exercises.

The fourth stage involved the consolidation of moral experience in speech acts, which implied the ability to express their attitude and characterize the actions of people. At this stage, children were given the situations the solution of which was their moral choice.

The first group of situations was aimed at developing the ability to express sympathy in a foreign language.

For example, what would an "English" mother say if: her daughter was seriously hurt or her son got a bad mark?

The second group of situations involved the formation of the ability to assess the feelings of another person. In order to describe them, the children were offered such phrases as: She is very glad. She is very sad.

In order to help pupils to show their ability to characterize other people's feelings, special educational games were used, for example, the Animation game. During the game, the children chose the topic cards which contained the inscriptions in English such as: "She is very glad" or "She is very sad" and had the relevant drawings. To consolidate the studied phrases, as well as to ensure the easiness of speech reaction, the children were given the following lexical and grammar exercises: Compose the words or phrases of given letters and use them to describe people's feelings. For example: "She is very glad. She is very sad."

Then, morally oriented reactions to situations were worked out. There were the following situations: "How will the mother of an English boy feel if he: 1) deceives her, 2) doesn't say about bad mark in Russian; 3) helps her to clean the room; 4) is rude to his friend." Performing exercises to consolidate the skills of monologue or dialogical speech, the pupils demonstrated their attitude to the discussed problem or person, showed sympathy, empathy, using the means of a foreign language.

At the final stage, the children were given an English text, which summed up not only the topic being studied, but also the moral component of foreign language education. The teacher offered the students a pictogram reflecting the meaning of the English verb "to love". The children and the teacher together drew a pictogram and memorized the rhyme "I love my mother". This was done to teach pupils to express their attitude to parents in two languages (native and foreign).

The concept of "model" was used by us as a system and plan for organizing the educational process, combining simultaneously teaching a foreign language and moral education.

In the process of learning, the pupils developed the ability to distinguish sounds, words and sentences in English by ear. They learned to understand the content of fairy tales and children's stories, corresponding to their age and interests, based on clarity. At the same time, the skills of dialogical and monologue speech developed dynamically, starting with the simplest communicative statements and gradually moving on to short stories and messages.

Speaking skills were reinforced in the process of reproducing poems and rhymes proposed in the modules.

During the classes, the pupils learned to read aloud, using the knowledge of reading rules, putting the correct stress in English words and phrases, found interesting information in the texts (name of the main character, place of action, characteristics of the characters, etc.). In terms of the formation of written writing skills, more attention was paid to work on spelling and the necessary skills for writing down information.

One of the conditions of the implementation of our model is that the process of learning and moral development should be carried out in such a way that each next stage of this process would be built on what we have already in the experience and behavior of students [11].

Having completed the experimental training and taking into account the educational potential of foreign language education, we presented a theoretical model of moral qualities formation of pupils' personality. In the training modules, we used such means of educational influence as a game, a fairy tale, a conversation, moral-oriented exercises, texts, which contributed to the formation of the value-semantic sphere of the child, the creation of a single image of the world and the perception of universal values.

Thus, the experimental work has confirmed the fact that foreign language education plays an important role in shaping the moral qualities of the personality of a

schoolchild. The realization of the educational potential of foreign language education is possible under the following conditions: 1) if we use a targeted strategy of educational influence; 2) if we integrate the moral experience gained in the native culture with the communicative moral and ethical experience acquired at the lessons of a foreign language; 3) if we carry out the formation of moral qualities of the personality of a primary schoolchild in the process of foreign language education in the context of the general system of training and education.

Consistent, systematic use of the presented model can contribute to the achievement of teaching and educational goal of foreign language education.

REFERENCES:

1. Trofimova N. M. *Moral formation of the personality of a younger schoolboy in the educational process: author. dis. ... doc. ped Sciences / Trofimova N.M. M., 1992.31p.*
2. Passov E.I. *The concept of communicative teaching of a foreign language culture in a secondary school. I. Passov, V. B. Tsarkova. M.: Education, 1993.193 p.*
3. Korzinkin A.A. *Spiritual and moral concept of personality education and modern education: dis. ...cand. ped Sciences / Korzinkin A.A. M., 1999. 159 p.*
4. Nikandrov N.D. *Spiritual values and upbringing of a man D. Nikandrov. Pedagogy. 2006. - No. 4. P. 3-5.*
5. Koroleva N.M. *Formation of moral qualities of the personality of a primary school student in the process of foreign language education (based on English): dis. ... cand. ped Sciences / Koroleva N.M. Kursk, 2007.146 p.*
6. Koroleva N.M. *The problem of the formation of the spiritual and moral foundations of personality. Actual problems of modern foreign language education. Materials of the international conference. Kursk, 2005. P.50-53.*
7. Zemlyanskaya E.N. *Learning a strategy for constructing appropriate, written reasoning in classes in a foreign language. Foreign language teaching: modernity and prospects: A collection of scientific articles of the regional scientific and methodological conference dedicated to the 55th anniversary of Southwestern University and the Department of Foreign Languages (Kursk, October 04-05, 2019). - Kursk: South-Western State University, 2019. - P. 140-156.2.*
8. Koroleva N.M. *Educational opportunities of a foreign language as an educational discipline. Bulletin of the Tambov University. Series: Humanities, 2007. - No. 3 (47). P. 296-298.*
9. Koroleva N.M. *Pedagogical conditions of the moral formation of the personality of a younger student in the process of foreign language education. Language for special purposes: system, functions, environment. Materials of the VIII international scientific-practical conference. Kursk, 2020. P. 212-216.*
10. Kruzhilina T.V. *Understanding the text of preschool children, taking into account factors of the child's social environment (experimental study): Author. dis. ... cand. filol. sciences. Tver, 2014.19 p.*
11. Lyublinskaya A.A. *Possibilities of moral education of younger schoolchildren in educational activities // Training, education and development of a younger schoolboy. M., 1976. P. 81-84.*

Статья поступила в редакцию 09.12.2020

Статья принята к публикации 27.02.2021