

## Moral Education of Students in the Framework of Humanities Provided By High Engineering School

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The paper discusses the results of the study devoted to moral education of students in the framework of humanities provided by high engineering school. The aim and content of humanities in terms of moral education has been identified. The issues specific to interdisciplinary relationships in the framework of humanities provided for engineering students are studied. Educational potential of humanities for development of student moral qualities is defined. The paper also provides a brief review of the theoretical model of moral education of engineering students, which incorporate teaching of humanities in higher technical school.

**Key words:** moral education, student's personality, educational environment of higher engineering school, educational potential of humanities, interdisciplinary relationships.

Relevance of research of a student moral education problem in higher engineering school is caused by modern sociocultural, economic conditions of society evolution, development of new values, strengthening of attention to culture, spiritual and moral bases of education.

The analysis of scientific works has shown that issues of student's moral education, in particular, in higher engineering school were always topical, at each temporary stage; there were the problems and ways of their solution. Now these issues are acute, as before.

The educational environment of higher engineering school provides great opportunities for moral development of student identity, including different types, forms, and principles of educational activity, aimed at individual development of every student, satisfaction of his/her informative, social, emotional, and other needs.

Moral education of students in the system of teaching humanities disciplines takes a certain specific place in personal, civil and professional development of an individual. Meanwhile, the ways and methods of

this problem solution are insufficiently reflected in scientific researches. Attention of teachers mainly to educational process, insufficient educational focus on forming student professional and moral personal qualities, needs, scientific outlook, ethical standards, and commonly accepted rules of conduct in society make a problem of moral development of student identity in technical college in the system of teaching humanities disciplines especially topical. Need for development of effective model of educational activities based on interdisciplinary communication which would provide training harmoniously developed, morally oriented specialists, has increased.

The research objective is development and theoretical justification of student moral education model in higher engineering school in the system of teaching humanities disciplines. A methodological and theoretical basis of research is: the theory of morals (A.A. Guseynov, S.F. Anisimov, A.I. Titarenko, etc.); main ideas of the theory of moral education and development (E.V. Bondarevskaya, I.S. Maryenko, I.F. Kharlamov, etc.);

humanistic approach (Sh.A. Amonashvili, R.A. Valeeva, G.B. Kornetov, etc.), axiological approach (T.B. Sergeev, L.K. Ivanova, I.A. Lipskii, etc.), synergetic approach (V.I. Arshinov, N.G. Savicheva, V.V. Gorshkova, etc.), ideas of personal activity (B.G. Ananyev, V.V. Serikov, A.N. Leontyev, etc.), polysubject approaches (dialogical) (G.S. Trofimova, M.M. Bakhtin, V.S. Bibler); theory of the personality (A.G. Asmolov, B. S. Bratus, A.A. Bodalev, etc.), the theory of mental development of the personality in ontogenesis (L.S. Vygotsky, D.B. Elkonin, L.I. Bozovic, D.I. Feldstein, etc.); the studies devoted to modeling educational processes (V.P. Bepalko, N.M. Borytko, V.V. Krayevsky, V.M. Monakhov, V.V. Serikov, etc.); issues of the theory and practice of educational process organization in technical college (A.M. Novikov, V.I. Baydenko, P.N. Osipov, etc.); the studies devoted to educational potential analysis of subject, training process (G.G. Gabdullin, L.A. Volovich, I.E. Yarmakeev, etc.).

Content and target aspect of student moral education is considered in the course of general education as special, indissoluble unity of processes of forming their professional outlook, system of value and moral culture which are subsystems of complete process of forming a future specialist's professional competence.

Therefore, study of such aspects of moral education of students in the system of teaching humanities disciplines as development of a future specialist's complete moral and professional picture of the world, his/her acquaintance with professional and universal values of humanistic and humanities character, his involvement into general and professional competence development in their internal unity is seen as the most productive from the view point of research problems.

The specificity of humanities subjects in moral development of student identity from the perspective of modern educational paradigm is that they cannot be understood by notions of values. Not explanation, but

understanding of emotional experience, thoughts, and acts of a person, moral assessment of his activity has priority value for humanities education. "Essential learning criterion in this case is the sense, relation which are developed through dialogue, internal polemic with other subjects – the teacher, other learners, authors of the ideas, concepts, works forming the content of education. There is a valuable attitude towards the studied object on the forefront..." [12, p. 45]. Thus, there is a reflection of his/her own status, mental playing out situations and roles, knowledge through experience. All these directly address humanities subjects, reflecting the regularities of personally mediated, deeply creative in its character professional activity.

Use of interdisciplinary relationships in the system of training in humanities for specialists contributes to development of a student's world outlook and personal position including awareness of the professional public significance, conviction in the professional choice, development of the principles and humanistic values focused on social and professional activity, has a favorable opportunity to be combined harmoniously with development of its behavioral aspect.

In particular, the content of the discipline "Pedagogical anthropology" provides deep and close methodological and world outlook interrelations with philosophy, sociology, cultural science, ethics, psychology, and other disciplines of common cultural and professional training of the specialist. Only by learning these interrelations the single and complete scientific and philosophical, figurative and emotional picture of the world, moral and ethical outlook of the students may be formed. Integrating modern ideas of a human being, his development and education in space, time and culture, the most productive modern pedagogical ideology, strategy and technologies of education, this discipline has extensive, versatile opportunities of education of the



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harmoniously developed, morally oriented personality, development of his life and professional position. Various alternative approaches of professional and moral phenomena and processes give the chance to a future specialist not only to deeply comprehend them, but also to develop his own world outlook taking into account individual and personal moral experience.

In case of development of student moral education model in higher engineering school in the system of teaching humanities disciplines, it is reasonable to emphasize the use of their educational potential, promoting effective, in our opinion, approach to moral development of the student identity.

According to I.E. Yarmakeev's point of view, "the educational potential of a discipline" is a set of world outlook, axiological, culturological aspects and corresponding to them organizational and activity resources of educational and out-of-class work, creative updating of which allows not only realizing successfully educational function of training process, but also enriching considerably target, content, and procedural components of general and professional education of future specialists [11, p. 181]. Based on the above, we believe that educational units of disciplines represent forms, methods, educational tools, examples, situations, personal sense of professional knowledge and abilities intended for development students' professional and moral personal qualities.

The system of educational potential (EP) of the discipline (D) "Pedagogical anthropology" developed by us for moral development of students reflects: a) mechanism of educational potential (forms, methods, educational tools, examples, situations, personal sense of professional and moral knowledge and abilities); b) the moral personal qualities of the students formed in the course of the discipline. So, one of the modules of D "Pedagogical Anthropology" "A person as a subject of scientific study" may include

such educational units as a debate "Why anthropological knowledge is important for a teacher?"; ethical conversation on the topic "Morality of a person as ability to be guided by the supreme values" (as students' judgment method of social experience, motivation of activity and behavior). It is possible to refer development of professional and moral consciousness, moral senses, and moral motivation of behavior to the developed moral personal qualities of the student. The module of the discipline "Culture as an anthropological phenomenon" allows including the creative work "The conditions of optimum interaction of a person and culture" creating moral values of the student concerning culture. The module "Education as Anthropological Process" includes emotional, activity-focused forms of pedagogical influence on the student, such as creative and pedagogical tasks, tests, situations of moral choice as methods for developing students' social experience; organization and carrying out of group educational activity. The moral attitude towards surrounding reality, moral ideal of the students, development of moral perception and experience, moral motivation of activity and behavior, etc. form the personal moral qualities of the students.

On the basis of research, we have developed the theoretical model of students' moral education in higher engineering school in the system of teaching humanities disciplines including target, content, procedural, diagnostics and productive components.

The target component includes the purpose, tasks, principles (general and private) of a student's moral education in higher engineering school in the system of teaching humanities disciplines. The purpose is moral education of student identity in higher engineering school in the system of teaching humanities disciplines. We have referred: development of moral consciousness (moral knowledge), moral values and values, development of moral

qualities, senses, relations, and motivation of behavior to the main objectives.

Based on the scientific research by Sh.A. Amonashvili [3], M.V. Voropaev [6], I.A. Lipskii [8], V.I. Arshinov [4], E.V. Bondarevskaya [5], etc. we have determined the basic principles of moral development of student identity: the principle of humanization, students' values, personal principle, cooperation principle, differentiation and individualization of the educational process, activity principle, dialogicity principle, principle of professional orientation. We have referred the principle of relation of the studied material with life, practice; humanities ethical principle of education content development to the private principles.

The content component of the model includes the main directions of educational activity consisting in enrichment of educational environment of higher education institution with target perspective of students' moral development in learning activity through special lessons, selection of means, methods, and forms. We have distinguished diagnostic, forming and control stages of the experiment.

The procedural component includes pedagogical conditions of moral education of student identity in the system of teaching humanities disciplines; and also methods and forms which are considered as the interconnected methods of activities of the teacher and student to develop students' morality according to the objectives.

The pedagogical conditions of moral development of the student identity in higher engineering school based on the analysis of the research in the system of teaching humanities disciplines are: 1) The accounting of students' age in the educational activity based on the peculiarities of their thinking, consciousness, relations, behavior. Moral culture of the teacher; organization of educational collective activity; creation of special "emotiogenic" situations for communication; development of young men and girls' identity; creation of

favorable moral and psychological climate in student's group meet this condition. 2) Enrichment of educational process with moral and content aspect. This pedagogical condition is provided by moral education of students through a cycle of ethical conversations; emotional, activity-focused forms of pedagogical influence on the student, such as creative and pedagogical tasks, tests, etc.; moral content activities; individual exercises; writing the essay; traditions in student's collectives. 3) Emotional stimulation of students' moral content activity. The emotional incentives in teaching humanities disciplines are: game situations of moral and ethical content; problem and search incentive for pedagogical modeling of verbal and game tasks, emotionally significant for the student, based on active search of correct moral decisions in the situation of interested communication; emotional and figurative incentive in conflict situations of moral content; socially estimated incentive consisting in collective activities of moral and ethical content where, first of all, there is an estimation function of public opinion of the concrete facts and acts.

The educational methods considered by V.I. Andreyev [2], V.A. Slastenin [9], P.N. Osipov [10] and other teachers' works are divided in the following groups: common methods: 1) conviction method; 2) motivation method to empathy, development of emotional and positive responsiveness on positive and negative relation to the ugly things in the world around us; 3) methods of student's amateur performance. There are introspection method; self-criticism method; self-discovery method; methods of self-education, self-training, self-control, self-restriction, self-checking, and self-stimulation belong to this group of methods; 4) methods of pedagogical impact, correction of consciousness and behavior: subgroup of methods and tools of address and self-address to consciousness (example, explanation); subgroup of methods and tools of the address and self-

address to feeling (appeal to conscience, sense of justice, vanity and honor, aesthetic perception, shame); subgroup of methods and tools of address and self-address to will and act (requirement, suggestion, exercise, encouragement, punishment). The private methods are step-by-step opening; wide associations; involvement of individual and common experience of students; individual and collective search activities; group work.

The important condition of moral education of the student identity in higher engineering school in the system of teaching humanities disciplines is implementation of such effective forms as trainings of moral conduct, participation in various socially useful activities at the humanities lessons, creative meetings, ethical conversations, discussions, debates, frontal conversations, etc. The special attention should be paid to innovative technologies of educational activities, such as the technology of group educational activity, project training, personally oriented training (humane and personal technologies, cooperation, and free education), information and communication technology, individual reflexive self-education, technology of education on the basis of project and paradigm approach.

Diagnostic and result component includes diagnostic tools of efficiency determination of student identity moral

education in higher engineering school in the system of teaching humanities disciplines. Developing L.M. Abolin's [1], E.V. Bondarevskaya's [5], I.A. Kolesnikova's [7], etc. works, the components of good moral education are distinguished, they are development of moral consciousness (moral knowledge), moral values and values, moral senses, moral qualities of moral relations, moral motivation of behavior. The criteria block includes cognitive, emotional, value and motivational and behavioral criteria of students' moral development.

Nature of development and effectiveness of the personality features defining the content of his good education may be various. To specify these distinctions we use the concept of "development level". The levels of students' good moral education are high, average, low, unsatisfactory. The anticipated result of this model implementation is positive dynamics of increase in level of students' good moral education in higher engineering school in the system of teaching humanities disciplines.

Thus, the model is considered as a certain framework with the procedural aspect of pedagogical action – student identity moral education in higher engineering school in the system of teaching humanities disciplines.

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