

Identification of Future Teachers Values and Their Preparation for Student's Moral Education in the Context of Public Morality Destruction

Ilya F. Isaev, Vera S. Shilova, Alena I. Eroshenkova,
Alena V. Kaliuzhnaya, Alena N. Krolevetskaya and Svetlana I. Tarasova
Belgorod State University, Preobrazhenskaya Street, 78, 308000 Belgorod, Russia

Abstract: The study reveals the problem of morality destruction in modern Russian society. It substantiates the importance of moral education in schools and the need to improve the training of future teachers to moral education of Russian students. The study shows the analysis of detection of important moral values for future teachers as one of the main criteria for the effectiveness of student's moral education.

Key words: Destruction of public morality, students, moral education, the future teacher, the training of future teachers, moral values, Russia

INTRODUCTION

The problem of public morality destruction accompanied by the difficult socio-economic situation in the country, the processes of the value of deformation of society, the growth of the various manifestations of "social pathology" (crime, terrorism, drug abuse and other social deviations), the increasing incidence of violence, progressive and in the school environment, in particular It is one of the main reasons for reducing the level of morality of the Russian youth and schoolchildren in particular (Eroshenkov and Isaev, 2015).

Conducted by sociologists, educators, psychologists, many recent studies have confirmed the presence of destructive examples that illustrate the state of modern Russian society. In the course of various studies have shown that in general educational institutions: there were cases of sale and use of spice (isolated cases); fairly widespread sect practicing even sacrifice (sect "Saviors of Jehovah", examples of destructive cults, "Light of the World", "The New World", "New Life", "Word of Truth", "Holy Trinity", "First Baptist Church" and etc.); use profanity speech trainees (68% of students); appeal to the open access immoral movies from the Internet (85% of students). A typical reaction of a large part of Russian schoolchildren on all these facts, "the evaporation of morality" (Giddens), the moral degradation of the society as a whole and the individual in particular is often, according to the observations, laughter (in 49% of cases).

Studies also show that the "Russian schoolchildren express ambivalence about the need to comply with social norms" (Shustova and Gritsenko, 2007). According to

students, the knowledge and the recognition of certain moral norms is certainly their immediate compliance. The dissonance observed which consists in the abstract recognition of certain rules and real adherence to another, often just the opposite as any cognitive dissonance is painfully experienced by people and creates their sense of inner disharmony, lower life satisfaction (Shustov and Gritsenko, 2007).

Thus, against the background observed in public morality destructive processes moral education of today's students becomes of special importance and of great practical importance and improve training of future teachers to moral education of Russian students. The need for this type of training, based on the methodology of the system, cultural, personal oriented, competence approaches is confirmed by the analysis of a number of domestic graduates of pedagogical universities activity. It was revealed that beginning teachers often have difficulties in regulating the conflicts between students (57% of young teachers), their parents (about 35%), when establishing trust relationships (for >40% of respondents), the valuable balance in the class collective (>70%), creating an atmosphere of respect in him, demanding, intolerant to violations of the norms of morality and ethics (about 63%) (the study was conducted in >500 general educational institutions of the Central Federal District of the Russian Federation). Finding ways to overcome these difficulties in the preparation of the future teachers to moral education of schoolboys in the conditions of destruction of public morality, namely, identification of important moral values for future teachers as one of the main criteria for the effectiveness of moral education of students and make the purpose of the study.

Literature review: Years of experience of studying students and future professionals of education problems allowed to proceed to the resolution of the identified contradictions between the needs of society in moral health of the younger generation and insufficient development of mechanisms to maintain it in modern conditions; between the need for moral education of the immunity of Russian schoolchildren to destructive social effects and the lack of social and professional preparation of future teachers for his education. By “moral immunity” we mean a set of moral personality traits aimed at immunity of the individual to the destructive effects of the social environment.

Theoretical analysis of domestic and foreign sociological, psychological and educational research within the stated issues testifies to its significance for modern society, the humanities and at the same time the insufficient level of its scientific elaboration. Numerous recent studies by Belozertsev (2009), N.D. Nikandrov, O.G. Selivonenko indicate the gap that has occurred in recent years between the professional and moral training of the future experts of a pedagogical profile, the discrepancy between the existing models of training future teachers to moral education of the immunity of Russian schoolchildren realities of the time, the prevailing social and educational situation, the destructive factors of reality.

In foreign science Dyui (1999), E. Durkheim, L. Kohlberg, A. Maslow, K. Rogers, V. Heinz were in search of theoretical understanding of the influence on the individual positive and destructive environmental factors. In domestic investigations Y.S. Manuylov, A.V. Mudrik, E.V. Novikova, I.P. Prokopiev, V.D. Semenova presented research in the field of preventing and overcoming the negative effects of the microenvironment in the moral stability of schoolchildren.

In the world of science the issues of moral education are studied by the researchers, belonging to “Moral education” international association: Makrs E., S. Lamb, D. Conroy, C. Thomas, M. Taylor and others.

Professionally-pedagogical aspects of purposeful activity of universities in preparing students for the moral education of students considered in studies by Alvarez Reyes, E.R. Ashharu. Baranova (2010), A.K. Danilevich, A.A. Kalyuzhny, M.P. Tselykh, M.S. Yakushkina and others. Representatives of Boston University (Boston, MA, USA) from among the teaching staff systematically effort to provide moral support to students as part of teacher education (Soutter, 2014).

Awareness of the importance of resolving the research problems in modern conditions as a basis for the revival of moral potential of society as a whole and the

training of future teachers to the education of moral immunity pupils, in particular, largely explains the increased interest of sociologists, philosophers, teachers, psychologists and specialists in other scientific fields to the humanization of education and humanization of education. In this connection, it is offered a variety of conceptual bases for the change of education, training, education, ideas which is a humanism Kagan (1997), V.A. Lektorsky, E.N. Shiyanov) nonviolence (R.G. Apresyan; Guseinov (1994); V.G. Maralov; B.A. Sitarov) the ethical principle of “reverence for life” (A. Schweitzer), the dialogue of cultures (M.M. Bakhtin, V.S. Bibler), the principles of cooperation and partnership (I. Heyainga, E.N. Ilyin), a return to the national traditions, the idea of a national home (E.P. Belozertsev, E.N. Ganichev) and other new approaches and mechanisms to resolve this problem.

It should be noted that the interest of scientists to moral education is very high and stable nowadays (V.I. Andreev; Apletaev ((1998) V.D. Eremin, A.V. Naybauer, S.E. Stepanova, V.A. Tokareva, B.I. Fonin, M.B. Yanukyan).

Equally important for our study are also the works of scholars engaged in the study of religious morality and its influence on the formation of moral values and personal development (V.M. Kravets, N.G. Panfilova).

Scientists have thoroughly investigated the problem of moral education in a number of modern concepts of education of the individual (A.A. Bodalev, E.V. Bondarevskaya, Gazman *et al.* (2002), I.M. Ilyinsky, N.E. Schurkova and others.); modern approaches to the problem of classification of moral values (V.A. Blyumkin, G.P. Savkina, N.V. Frolova).

MATERIALS AND METHODS

Theoretical and methodological basis of the study were as follows: the concept of the moral development of children (Bozovich, 2007), V.S. Mukhina, R.R. Kalinina, J. Piaget, E.V. Subbotsky, S.G. Jacobson); the concept of the activity approach and leadership activities in the formation of moral personality (Ananiev, 2008), L.S. Vygotsky, V.V. Davydov, A.N. Leontiev); the idea of humanization (K.A. Abulkhanova-Slavskaya, A.S. Belkin, E.V. Korotaeva (Mudrik, 2001), N.N. Poddiakov, V.D. Shadrnikov); concept of psycho-pedagogical support (Chirkova, 2011), R.M. Bityanova).

Thus, the development and implementation of the ongoing study is due to socio-cultural assumptions and is based on an interdisciplinary analysis of the problem of training future teachers to moral education of Russian students. Sociological aspect of research is presented

in the research by Konnikova (2005), I.M. Iljinski, A.I. Kovaleva, V.T. Lisowski, reflect the study of young people the moral values. The philosophical aspect of the problem in the world of science goes back to the works of I. Kant, H. Hegel, I.A. Iljin, D.S. Likhachev, B.C. Solovyov, considering general issues of moral education of the person. The psychological aspect of the research problem is considered in the search by Ananiev (2008), I.A. Zimniaya, I.S. Kon, V.A. Yakunin in the context of the formation of the moral value system of the person.

However, the submitted works studied some areas of vocational training future teachers to moral education of schoolboys in the conditions of destruction of public morality which is insufficient for the educational practices of higher education institutions to train future teachers to moral immunity education of modern students (Eroshenkova and Isaev, 2015).

Moral education and moral improvement of Russian students is possible in the exercise in the organization of higher education of socio-professional training of future teachers who will embody moral integrity, the pursuit of truth, creativity, genuine humanism and respect for the individual, high integrity, craving for beauty, etc. In this regard, we note that one of the ideas of I. Kant in his teaching about the education of the human race and the individual is the idea that "a person may raise only the people but the people likewise received training. Therefore, not enough educated people to turn bad bring their pets" (Niethammer, 1980). More specifically on the role of teacher identity in education spoke K.D. Ushinskii: "Mentor, delivered face-to-face with students, in itself concludes all possible training success ... the effect of the individual teacher at the young soul of the educative force that cannot be replaced textbooks nor moral maxims, no system of punishments and rewards" (Ushinsky, 1988).

Empirical evidence: The sociological aspect of the study of the problem reveals what values are most important for future teachers. To this end, we developed a questionnaire in which students were asked to distribute the most important for the education of students' moral immunity category values (friendship: parenting: love, happy family life, religion, authority, respect for others, active social contacts (partnership, dating); high life demands (requests), career growth, high earnings, financial security, independence, self-reliance, hard work, successful career, job satisfaction, occupation, possession of different types of art (painting, singing, etc.), activities life, desire for knowledge, health, scientific activities, "communication" with nature (contemplation, eco-tourism, caring for living things,

etc.) leisure, entertainment; introduction to the culture (the development of aesthetic sense, contemplation of paintings, reading, listening music, etc., self-education; creativity; physical self-improvement, physical education, sports, travel, tourism; active solution of vital problems, problems; the will, the desire for the goal; good manners, self-control, the ability to behave in public, etc., cheerfulness; intolerance of shortcomings themselves and others; social activity (i.e., to the benefit of society); positive psychological qualities (courage, sensitivity, empathy, etc.) honesty, responsibility; tolerance, tolerance, humanity; confidence (inner harmony, freedom from contradictions), etc., in five degrees of importance (i.e., rank the answers) and a study (carried out in NRU "BSU" selection criteria-975 people).

The distribution of answers on certain value rank (very important, important, low, almost not important, does not matter) was taken as the random variable (i.e., the probability of getting a response for a particular category in one of the five proposed grades are equal). Since, the survey a large sample of respondents was asked dozens of questions, it can be assumed that the analysis of the responses in one of the ranks of the ratio of value of these responses close to a normal distribution of random variables therefore became possible to check some of the statistical hypotheses.

For comparison groups of boys and girls were used statistical criteria Fisher's exact test for comparison of variances, student's t-test for comparison of means.

RESULTS AND DISCUSSION

The results of the statistical analysis showed that the rank of the "important" dispersion response rate of girls was significantly different from that of the variance in boys. According to rank "very important" the probability is close to 0.5 and cannot reliably say, different variance or not (in the following analysis will show unlike percent response rate on this rank). According to statistical analysis of lower rank has not been used since they rely heavily on the first two grades which contain almost all of the answers on most questions. The difference between the dispersions suggests that the distribution of the responses of boys and girls on the values (the two highest ranks) are different so we can make the conclusion about the axiosphere difference in between these comparison groups. But the average value of the number (or percentage) of responses to one value categories (not specific and the average) in boys and girls are fairly similar.

Also, when analyzing the statistics of distribution of answers of boys and girls through the ranks differences

of value orientations of male and female students are visible (with honours >10%). Thus, according to the rank of answers "very important" more girls than boys indicated 7 values: friendship (16%), parenting (32%), love (26%), a happy family life (12%), religion (one of the young men did not appreciate the way), the credibility and respect of others (22%), job satisfaction and career (14%). In contrast, more boys-future teachers than girls mentioned values such as active social contacts (>12%) and recreation (24%), introduction to the culture (11%), physical improvement (27%) will and the pursuit of goals (17%), social activities (12%), positive psychological qualities (courage, sensitivity, empathy, etc., (17%), self-confidence and inner harmony (in 13%) a total of 8 values.

Analysis rank of the answers "important" affects differences not related to a higher rank of answers. More girls than boys indicated: hard work (>13%), self-education (12%), self-confidence and inner harmony (17%). More boys than girls have noted: "communication" with nature (14%), travel and tourism (18%), social activities (17%).

On the sum of the other three grades ("low", "almost does not matter", "does not matter"), more girls than boys celebrated creativity (21%), travel and tourism (18%), social activities (29%). More boys than girls indicated the upbringing of children (15% of boys and girls 0%) and religion (32% more).

Thus, most of all the difference in girl's and boy's axiosphere is significantly visible on the distribution of the responses in the highest rank in the other it is not so noticeable.

Analysis of the total ranking young people values which was conducted by the sum of the ranks of the importance of "very important" and "important", showed that the vast majority of values estimated by students high (only intolerance of shortcomings themselves and others and possession of different types of art are worth significantly lower than 50%). Six values are distributed only to these ranks (friendship, love, family, honesty and responsibility, a successful career, career growth and earnings). 21 values is the sum of these ranks significantly above 75%. And almost equally between importance and does not matter (+ low) distributed religion, introduction to culture and creativity. Several respondents did not evaluate the social activity, "communication" with nature, intolerance of shortcomings.

Thus, the study of moral values of future teachers has revealed some of the most important values which we regard as one of the main criteria for the effectiveness of moral education of students. Happy family life; friendship; love; honesty, responsibility; successful professional activity; career growth, high earnings 100% of

respondents say the future teachers (in the amount of possible answers "very important" and "important"). These variables are closely related to the manifestation of moral immunity education outcomes pupils in the external form-judgments, estimates (Pearson correlation coefficient = 0.320, in his actions, the actions of the individual students (0.0350) with the phenomena, hidden from the eyes educator-motives students (0.268), their beliefs, plans, orientations (0.334). Manifestations of school moral immunity instability (mismatch of words and deeds, behaviour in the presence of adults in the circle of friends) meet the less than most future teachers as the values are guided by their own manners, self-control as well as job satisfaction, career (the correlation coefficient is respectively: (0.658 -0.429) Correlation is significant at the 0.01 level)..

CONCLUSION

Using the results of the study will enhance the integration of higher education with the scientific and educational activities will create conditions for improving the quality of training of future teachers to moral education of students will enhance the moral education of students. Research results can be used in the work of teachers, curators of student groups, professional educational organizations, the Vice Dean of the socio-educational work, graduate students, undergraduates, young scientists and teachers, dealing with education in high school. The research results are of practical interest for the principals and their deputies, the organizers of extracurricular activities, teachers and class teachers in educational institutions, additional education.

IMPLEMENTATIONS

Implementation of training future teachers to moral education of Russian students in terms of destruction of public morality allows to update the pedagogical theory and practice, to apply innovative axiological tools focused on moral education of Russian students, to stimulate the processes of their moral improvement, the formation of their moral behaviour and "immune memory".

REFERENCES

- Ananiev, B.G., 2008. Personality, The Subject of Activity and Individuality. Direct-Media, Moscow, Russia, Pages: 421.
- Apletaev, M.N., 1998. System of Moral Education of the Individual in the Learning Process: Monograph. Orenburg State Pedagogical University, Omsk, Russia, Pages: 356 (in Russian).

- Baranova, N.A., 2010. Education in High School as the Factor of Formation of Personal-Professional Position of the Future Expert. Nekrasov Kostroma State University, Kostroma, Russia, pp: 235-238.
- Belozertsev, E.P., 2009. The Phenomenon of Spiritual and Moral Formation of Man in the Modern Pedagogy and Education. Belgorod State University, Belgorod, Russia, pp: 79-84 (in Russian).
- Bozovich, L.I., 2007. Personality and its Formation in Childhood. SPb Publishing House, St. Peter, Minnesota, Pages: 234 (in Russian).
- Chirkova, T.I., 2011. [Psychological service of the university: An illusion or a strategic opportunity to solve the problems of vocational training students]?. Prob. Mod. Educ., 1: 82-93 (in Russian).
- Dyui, D., 1999. [Psychology and Pedagogic of Thinking]. Labirint-Press, Moscow, Russia (in Russian).
- Eroshenkov, N.V. and I.F. Isaev, 2015. [Professional and Moral Training of Students in High School the Russian Interior Ministry: Monograph]. BELLI Publisher, Belgorod, Russia, Pages: 284 (in Russian).
- Gazman, O.S, A.O. Zverev and A.N. Tubelsky, 2002. [No Classical Education: from Pedagogy to Authoritarian Pedagogy of Freedom]. Malaysian Institute of Road Safety Research, Kajang, Malaysia, Pages: 300 (in Russian).
- Guseinov, A.A., 1994. [Concepts of violence and non-violence]. Prob. Philosophy, 6: 35-41 (in Russian).
- Kagan, M.S., 1997. [Philosophical Theory of Value]. SPb Publisher, Petropolis, Brazil, pp: 205-387 (in Russian).
- Konnikova, I.S.N., 2005. [Theories of Cultural History]. Spb Publisher, St. Peter, Minnesota, Pages: 474 (in Russian).
- Mudrik, A.V., 2001. Communication in the Process of Education. Russian Pedagogical Society, Moscow, Russia.
- Niethammer, A., 1980. Kant's Lecture on Pedagogy: Freedom and Necessity in Education and Development. Frankfurt am Main Publisher, Frankfurt, Germany.
- Shustova, N.E. and V.V. Gritsenko, 2007. Socio-psychological adaptation of youth and attitude to social norms. Psikhologicheskii Zh., 28: 46-57.
- Soutter, M., 2014. The moral work of teaching and teacher education: Preparing and supporting practitioners. J. Moral Educ., 43: 532-534.
- Ushinsky, K.D., 1988. [Pedagogical Writings]. Pedagogika Publisher, Russia, pp: 168-169 (in Russian).