

Level of Formation of Moral and Value Motivation of Student Behaviour

¹Sharkul T. Taubayeva, ¹Aigul A. Bulatbayeva, ¹Gulmira A. Kasen,

²Bakyt T. Barsay, ³Serik H. Zhussupov and ⁴Raikhan K. Zhussupova

¹Al-Farabi Kazakh National University, Almaty, Kazakhstan

²Atyrau State University, Atyrau, Kazakhstan

³Kazakh Leading Academy of Architecture and Civil Engineering, Almaty, Kazakhstan

⁴Kazakh National Conservatory Kurmangazy, Almaty, Kazakhstan

Abstract: A study is considered the results of mini-research on studying of moral and value motivation of behavior of student's youth. Selection of mini-research was made >200 students of the 2-4 courses of different specialties of Al-Farabi Kazakh National University. Research note that relevance of subject matter of article is caused by some disunity of the theoretical ideas, connected with a problem of moral and value motivation of the personality; insufficient readiness of pedagogical conditions and ignorance of specifics of passing process of the research and subsequent formation of moral and value motivation of behavior of youth. Having considered an essence and content of process of formation of moral and value motivation of behavior of students, research are dwelt upon substantial characteristics of required motivation of student behavior. During mini-research there was applied the complex of methods: conversations, interview, questioning and other methods of sociological research and Test Questionnaire of Terminal Values (QTTV). There were studied features of formation of a moral ideal there was gained an impression about domination of this or that value. Experimental pedagogical work on formation of moral and value motivation of behavior of students was based on the basis of author's vision of the educating potential of the instructional content on psychological and pedagogical disciplines. Thus, research assumed that the first condition of formation of moral and value motivation of student behavior is emphasis by teachers of an axiological kernel in educational material. In this regard, the maintenance of educational courses of a bachelor degree "pedagogical psychology", "psychology of self-consciousness and self-knowledge" and basic discipline for masters "pedagogy" was adapted by researchers taking into account an axiological component. The second condition is familiarizing of students with ethical norms of vital activity. During a control stage of mini-research there was carried out repeated determination of level of formation of moral and value orientations of students of higher education institution in experimental and control groups. Total comparison of results of the stating and control stages of mini-research (according to the QTTV test) was showed qualitative distinctions in the level of formation of moral and value orientations of students. These mini-researches were allowed to draw a conclusion that the level of development of moral and value orientations of students of higher education institution in experimental groups at the final stage was considerably increased in comparison with the initial. In control group where education was conducted without creation of the pedagogical conditions which were marked out by the researcher, during experimental pedagogical work there was also outlined a positive dynamics of formation of the studied quality, however, it had no so expressed character. As a result, the researchers draw a conclusion: it is possible to mark out the following characteristics in values and value orientations of modern students: discrepancy of moral and value orientation; prevalence of instrumental values over the terminal; domination of pragmatism attitudes; lack of the expressed interest in intellectual values and public interests against the background of internal moral and value motivation. There are outlined the prospects of further work with student's youth on formation of moral and value motivation of behavior.

Key words: Moral and value motivation of behavior, values, concepts, value orientations, moral ideals of the personality, moral and value orientations, ethical norms

INTRODUCTION

The purpose of educational process in higher education institution, along with training of the competent

specialist is versatile development of the personality. Taking into account stages of professional formation of the specialist as the responsible subject of the professional activity at the period of education at the

higher school as one of the main tasks of formation of the personality it is necessary to recognize the development of the moral and value motivation, acting as a basis of professional ethics and one of factors of social and professional self-realization of the personality.

The problem of consciousness of destination of the person and motives of his behavior, system of his moral values and his relations with other people was predominating in philosophy, psychology and pedagogy and other human nature sciences for long years. Our carried out analysis of philosophical, sociological and psychology and pedagogical literature is testified about fixed interest of the Russian, Kazakhstan and foreign researchers in problems: formation of the whole set of intellectual, psychological, moral features of the personality; socio-cultural approach to development of society and values in it creation as result of the general culture of the subject in the objective reality, connecting his identity with world variety of forms of existence; roles of national traditions in pedagogical process, connection of history and culture of the people with its language, esthetic experience of generations; psychological aspects of formation of moral consciousness, motives and needs; content, purposes and methods of spiritual and moral education of the personality.

At the same time in these researches, there is some disunity of the theoretical ideas, connected with a problem of moral and value motivation of the personality there are not revealed the main directions of its decision; importance of modern educational means isn't defined; pedagogical conditions and specifics of passing process of research and the subsequent formation of moral and value motivation of youth aren't revealed.

Theory of a question

Essence and content of process of formation of moral and value motivation of behavior of students: First of all, for definition of essence and the content of process of formation of moral and value motivation of behavior of students it is necessary to consider features of this age, its dominating value orientations.

Relying on researches of classics of the Soviet psychology in the area of the age characteristics of the personality B.G. Ananyev, A.V. Dmitriyev, I.S. Kon, V.G. Lisovskiy, S.I. Arkhangelskiy, L.I. Ruvinskiy and others, it is possible to claim that in early youth of the person there are formed the moral conceptions of ideological level: about meaning of life, about happiness about the person as supreme value; the individual is become capable to carry out a moral choice.

The term "value" was introduced by rudolf lottse. For him value is existed only in its importance for the subject,

though it is objective as it is possessed the general validity for individuals (Rikkert, 1996). Thereby he noted a duality and the subjectively-objective nature of value. At the subsequent interpretations of the category "value" also there is a discrepancy of opinions concerning its subjectivity or objectivity.

In psychological aspect the interpretation of value was found broad reflection in the dispositional concept of the identity of Gordon Olport in a consequence the objectivistic interpretation of value was become a basis of drawing up by him of "the test of studying of values". In the Russian sociological science an identical understanding is had at V.A. Yadov (Weissbourd, 2003).

The big role was rendered on modern researchers of values the researches of O.G. Drobnitskiy, 1970 and also approaches of the chicago sociological school.

During research of values as theoretical problem, the scientists of the different countries, representatives of different scientific schools stated the original and rather reasonable ideas, allowing to speak about the high level of development of the given category. Therefore, development of the theory of values and value orientations is moved in the direction of more precise definitions which are brought by life, namely the birth of new type of a civilization-global and information. Research practice on category of value is developed in the direction of application of the new scientific methods of research which recently are formed on cross-disciplinary of the humanities. Recently, there are marked out by scientists-humanists that in humanitarian knowledge the scientist works not only with terms but with concepts as well, i.e., with words at which besides a certain contents there is presented also the image arising in consciousness which is caused this or that emotional reaction.

It is difficult to translate concepts unlike terms into other language as they have the impress stories of language and culture. It is conducted to the complexity in understanding of the humanitarian concepts, created in the different countries: the same concepts seldom can be absolutely identical. In our opinion such concept is the meaning "value". In Russian language it is used to an adjective "value", formed from a noun "value". But if we address to the dictionary of V.I. Dahl in which the use of the word "value" and derivative from it dated the 19th century is testified that the word "value" at that time is not taken a noticeable place in Russian language yet and it is determined as "distinctive to an adjective".

Clarification of the concept "value": In separate European languages (in French, German, etc.) we can find two meanings of value) as costs and as importance which are designated by different words.

In English, the meaning of value is similar: “price”, “value” (“values”) which can be used as designation of cost and the importance. But the representative of the Russian culture or the native speaker in the former Soviet Union on emotional almost at extramental level, puts in the word “value” a certain additional sense: all things which are above money. If it is a material thing that for it is ready to give the required money with no regret if it is people (parents, friends, relatives, beloveds, heroes, idols, etc.) or concepts (homeland, freedom, friendship, love, health, youth, etc.) that they are invalue, i.e., more significant than any money.

Thus, we found out that for studying of moral and value motivation of behavior of students, first of all we have to diagnose existence and development of certain value orientations of student’s youth.

Formation of moral and value motivation of students:

Huitt writes that today in education of youth it is possible to allocate the three main problems. The first is a need of development of vision of life; it is a detection of the mission and development of principle of life on its basis. The second is character development for improvement of quality of life. The third is development of a competence, i.e., ability of the person to solve problems (Huitt, 2004).

Similarly, Walsh defines education as process which trains young people for their social development in three measurements of education-development of knowledge, training of mental abilities and development of the personality. In general questions of vision and competence are presented at all researches, devoted to a problem of development of the spiritual bases of the personality.

So, Campbell and Bond, consider that the state at focusing on development of the personality is resolved four main issues:

- What is the good character
- That is caused or prevented it
- How can they be measured, so that efforts on improvement could have the correcting feedback
- How can it be organized the best way? (Campbell and Bond, 1982)

In terms of what is influenced on personal development, Campbell and Bond, offer the following as major factors in moral development and behavior of youth in modern America:

- Heredity
- Education in the early childhood
- Modeling of significant adults youth
- Influence of contemporaries
- General physical and social environment

- Mass media
- That is taught at schools and other institutions
- Concrete situations and roles which are caused the corresponding behavior

In assistance to students in development of the dispositions and character there should be recognized that these components come into play and change in the conditions of the changing world, therefore, we can’t teach our students all the specific knowledge, values and acts which will lead to success in all aspects of their life. Therefore, we have to recognize that some values are relative. At the same time, we have to recognize that there are certain absolutes concerning morals and character. Therefore, moral and spiritual development of the person is an integral part of development of own personality (Ashton and Huitt, 1980) and it is the responsibility of educators.

Weissbourd (2003) devotes a large role to teachers in the development of moral values of the students through reflection and empathy. The necessity of the purposeful education of students to good habits, encouraging positive behavior, the development of moral reasoning ability is emphasized in other researches (Schaps *et al.*, 2001) considers that new models of adult development are assumed that ethical qualities are not stayed static, they as zigzags depend on many factors. Therefore, each stage of maturation brings the problems of formation of moral consciousness and new opportunities of development of morals.

The accounting of stages of moral formation of the student identity is allowed for teacher to find out what has to be shown the moral and value motivation of behavior of youth during study in higher education institution. On the basis of our supervision, there can be done a conclusion that the moral and value motivation of behavior of students at this stage is expressed in emotionally positive aspiration to mastering moral knowledge which becoming convictions, induce the personality to the improvement of moral acts. Important manifestation of this motivation is a persistent and purposeful self-education. Existence of moral and value motivation of behavior characterizes such personality where initiative of activity is come from his internal requirement not only to live under moral laws but to explain by him and introduce moral standards in communication and activity.

MATERIALS AND METHODS

Course and method of experiment

Studying of substantial characteristics of moral and value motivation of student behavior (the stating stage):

We were studied by means of conversations, interviews,

questioning and other methods of sociological research the features of formation of a moral ideal at >200 students of the 2-4 courses of the different specialties of Al-Farabi Kazakh National University.

Among the main merits of the personality by students were noted the following: aspiration to knowledge (87%), purposefulness (73.3%), persistence (82.8%); adherence to principles, (89.1%), responsiveness (59.2%), intellectuality (86.4%), high culture (81.1%). It is possible to tell that it is the most important distinctive features of character of our contemporary. In our opinion from above-listed only responsiveness is moral quality.

Results of the research also were shown that in formation of a moral ideal at student's youth there are observed various tendencies to which it isn't always peculiar the dynamics of hierarchically connected positive features. The value focusing and regulatory functions of a moral ideal have peculiar individual manifestations; they follow not one by one and in the most cases they are shown at the same time or one through another. There should be stopped and considered only such facts from which it is possible to draw certain conclusions. So, according to research it was established that from 40-50% of subjected (depending on structure of group, a course, character of a professional orientation) deny presence of ideal persons. The >30% wouldn't recognize an existence of any ideals or ideal persons among real people and >35%, recognizing existence of the ideal personality, point to its prototype (literary heroes, historic figures, surrounding people, etc.).

Further, it was offered to all students included in our selection to answer questions of the questionnaire of terminal values QTTV test (80 questions). Results of an assessment on all studied scales are given an idea of domination of this or that value. This test was repeatedly applied at the control stage after carrying out experimental pedagogical work on formation of moral and value motivation of student behavior.

Experimental pedagogical work on formation of moral and value motivation of student behavior (the formative stage): Experimental pedagogical work on formation of moral and value motivation of student behavior (the formative stage) was based on the basis of our vision of the huge educating potential of the instructional content on psychological and pedagogical disciplines.

First condition of formation: We were assumed that the first condition of formation of moral and value motivation of student behavior is full realization by teachers on a lecture and practical training of the educational functions which is possible at emphasis by them of an axiological

kernel in educational material. Thus, teachers have to consider the individual trajectories of axiological development of students and make the corresponding planning of the individual differentiated teaching and educational work. In this regard, teachers have to be able to diagnose the real level of formation of moral and value motivation of behavior of the personality to define features of their contents at any student; constantly to involve each student to feasible to him and increasingly complex value and orienting activity, providing progressive axiological education of the personality.

Thus, the educational courses of a bachelor degree "pedagogical psychology", "psychology of self-consciousness and self-knowledge" and basic discipline for masters "pedagogy" was adapted by us taking into account an axiological component of their contents. Accounting and use of individual experience of the students at the organization of process of development by them of moral and value motivation of behavior there was demanded a possession of techniques and methods of vitagenny education. Application of the given techniques was stimulated the estimated activity of students it was sufficiently provided acceptance of value information at the level of the personal importance.

Axiological education of students: We applied the most effective in our opinion, techniques in the context of axiological education. Technique of the retrospective analysis of life experience, parallel correlation of life experience with the mastered value information, determination of the value and conditional reasons of these or those acts, events, adequacy of the developed relations to these events and the facts, etc.

Additional designing of incomplete educational model (to finish the phrase, the sentence, the description of a pedagogical or psychological situation from the point of view of these or those value relations, orientations).

Vitagenny analogies at which there is carried out the illustration by students of cognizable value categories (the phenomena, events, the relations, etc.) by the examples from experience. Thanks to application of the specified techniques it is carried out a verification and confirmation of the declared values (Belkin, 1999).

Relying on the principle of activity of personality, meaning an active participation of the students in educational process (including in cognition, estimation, discussion, etc.), their formation as subjects of education, in providing optimum favorable ratio of the pedagogical guidance and conscious creative activity of students in educational process we tried on the basis of active and interactive training procedure to increase degree of their interest by activity, the interesting and emotionally rich

content of the activity to create situations of a moral choice, direct motivation of students to a reflection of the feelings and experiences, an assessment of non-ego, etc. and also to organize as much as possible opportunities and situations for self-expression of the personality in educational activity.

Procedural and substantial creation of educational process in experimental groups was carried out taking into account regularities of development of the personality and activity in an axiological context (from reproductive mastering of value and orientation activity to its partial and search implementation and to independent value and orientation creativity), formations of moral and value motivation of behavior of the personality (sequence of processes of consciousness and mastering, an interiorization and verification, an eksteriorization of values).

Second condition of formation: The second condition of formation of moral and value motivation of student behavior is familiarization of the students with the ethical norms of life (it is carried out in organized by a teacher of value-oriented activities and communication which are based on systematically-activity and competence-axiological approaches).

As the major quality, defining professionalism of the specialist is the created system of the ethical norms and rules, defining moral and value motivation of student behavior there should be considered that they will significantly influence on efficiency of professional and creative development of the personality, efficiency of professional work and first of all on the value and semantic sphere of the student which gives the chance to correlate the activity with ethical norms and it is that force which or helps to activate the creative potential or interfere it destroying at the same time and the identity of the expert.

Familiarizing of students with ethical norms of activity is assumed application of active methods and forms of education (business games, mini-trainings, modeling the psychological and pedagogical situations, a case-study, etc.), educational structuring of extracurricular and leisure activity of students by means of the organization of student's associations (for example, students' scientific society of "logos", educational theater), holding meetings with practical workers and also students' activities of a moral and value orientation (an action, the volunteer movement).

In our opinion, these two pedagogical conditions were allowed to improve teaching and educational process to create such mechanism of cogitative activity

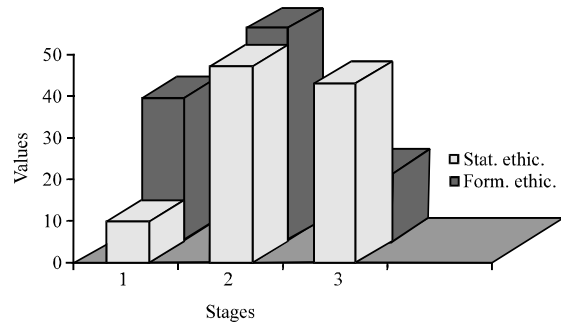


Fig. 1: Dynamics of development of moral and value orientations (1: high, 2: average, 3: low levels)

which was begun to promote accumulation of the corresponding moral and value motives of behavior and life experience.

Diagnostics at the control stage and results of mini-research:

During a control stage of our mini-research there was carried out repeated determination of the level of formation of moral and value orientations of students of higher education institution in experimental and control groups. Total comparison of results of the stating and control stages of mini-research (according to QTTV test) was shown qualitative differences in the level of formation of moral and value orientations of students.

These mini-researches (Fig. 1) are allowed to draw a conclusion that the level of development of moral and value orientations of students of higher education institution at the final stage was considerably increased in experimental groups in comparison with the initial. In control group where training was conducted without creation of the pedagogical conditions, during the experimental and pedagogical work there was outlined a positive dynamics of formation of the studied quality as well, however, it wasn't had so, expressed character. According to results of the formative stage there are revealed three levels of perception of moral and value orientations of students; weak level 7% (against 43% at the stating stage); average 50 (against 47%); the high 33% (against 10%). Thus, the hypothesis, made at the beginning of research was confirmed by experimental work. Moral and value orientations, intensifying development of patriotism and national identity, characterizing the humanistic relation to environment, the made or planned acts and activity, changing judgment about life, different cultures, tolerances are turned into ability to understand other people, take care of relatives, to appreciate kindness,

honesty, sincerity, mind, intelligence, decency, forming, thus, self-confidence, belief in success, self-improvement and spiritual purity.

RESULTS AND DISCUSSION

If to analyze private comments at passing of the test, it is possible to notice that value "health" most of the students was considered not with regard to themselves but with regard to significant older persons: respondents both on stating and on control stages note that they more worry about feeling of helplessness such as an illness to which there are conducted addictions of the close people.

Formation of moral and value orientations in the sphere of the interpersonal relations of students is also contained contradictions as the most low ranks in hierarchy of terminal values for students have "happiness of others" and "entertainments". The lowest estimate of the subjective importance of "happiness of others" can be led to formation of an egoistical position in the further interpersonal relations. In that case, a realization of such values of students as "good friends", "love" and "happy family life" will be difficult. "Entertainments" are not the value of a high rank for the students as well, though, most of them noted that they prefer to spend a significant amount of time for various entertainments, first of all it is a communication with friends (joint visit of discos, cinema, hikes) and computer entertainments (games, social networks, Internet chats). Thus, most of students note that they spend a significant amount of time for entertainments, however entertainments aren't a value for them. The students explained this position by the fact that entertainments as well as education are part of the life which is "existed in any case" it is not necessary to reach it, overcoming obstacles. Possibly, the same reason is caused that fact where respondents were related "beauty of the nature" to the terminal values, having the smallest subjective value.

SUMMARY

The analysis of results of studying of instrumental values of students was shown that the most significant for them in this list are such values as cheerfulness, education and good breeding. Thus, participants of mini-research didn't attach great value to the corresponding "education values" in the list of terminal values. Students explained this situation that such qualities as education and good breeding, they most of all appreciate in other people.

Concerning themselves, the most of respondents note that they would like to raise a level of development of these qualities at themselves they recognize a necessity to work over self-improvement; however they don't do it in practice.

The hierarchy of values is contained a number of contradictions at our respondents and it is one-way (the interpersonal aspect is prevailed over professional) and the analysis of the maintenance of the lowest ranks of instrumental values of students is testified to insufficient social activity, low vital energy and conformity.

Results of discussion of the reasons of such hierarchy of values with students were shown that the reasons of this situation are some infantilism, an external locus of control and insufficient formation of readiness and ability to accept on themselves responsibility for formation of various aspects of own life.

Research prospects: From our point of view, it is necessary to use such subsystems as verbal (debates, conversations, discussions, conferences, etc.) and activity and practical (art methods, participation in extracurricular activities) for correction of value orientations of students. A characteristic feature of the working methods is development by the students of striving to improve professionalism, spiritual self-development, moral self-determination, self-identification of the personality. In addition, it is necessary to develop educational-methodical maintenance of formation of value orientations of students' personality: programs, training manuals for teachers of institute of higher education.

CONCLUSION

It is possible to mark out the following characteristics in values and value orientations of modern students:

- Discrepancy of moral and value orientation (the high importance of love, friendship and family values together with the low level of motives of maintenance of own spiritual and intellectual development, public recognition and happiness of other people)
- Prevalence of tool values over the terminal
- Domination of the pragmatic attitudes
- Lack of the expressed interest in intellectual values and public interests against internal moral and value motivation

The general analysis of results of mini-research was allowed to reveal that many former values are replaced new; some from traditional were become less important, though they are still play a role in motivational and value

structure of students' youth. This behavior in more or less degree is adequate reaction to the changes taking place in society, relying on own ideas of the importance of those or other values, their roles in self-realization and also weak influence of society on formation of healthy values, value orientations and behavior.

Thus, the spiritual world of a young man is determined by degree of formation of his value orientations which in turn are determined by the range of his public interests, the richness and variety of relationships with the community. Thus, the most important parameter of moral and value motivation is autopoiesis of the value world of the young man. There by it is possible to note that creation of system of value orientations is the difficult process, substantially individualized and not in all components determined by existing public conditions.

REFERENCES

- Ashton, P. and W. Huitt, 1980. Egocentrism sociocentrism: The dynamic interplay in moral development. *Piagetian Theor. Helping Professions*, 8: 293-297.
- Belkin, A.S., 1999. Theory and practice of vitageny training: Holographic approach. *Sci. Educ.*, 2: 34 -40.
- Huitt, W., 2004. Moral and Character Development. *Educ. Psychol. Interact.*,
- Rikkert, G., 1996. *Sciences about Nature and Sciences about Culture*. Republic Publishing, San Francisco, USA., Pages: 336.
- Schaps, E., E.F. Schaeffer and S.N. McDonnell, 2001. What's right and wrong in character education today. *Educ. Week*, 21: 40-44.
- Weissbourd, R., 2003. Moral Teachers, Moral Students. *Educ. Leadersh.*, 60: 6-11.