

The system of collaborative work of the school and the society on the moral education of young people in Tatarstan

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Abstract

Moral education has always been a challenging issue as young people are strongly influenced by a surrounding environment which has both positive and negative impact on the development of their intelligence, emotions and moral principles. Modern education science and pedagogy have gained considerable experience in developing an ideal moral image of a young person. Educators and scholars in the Republic of Tatarstan have also advanced significantly in this field. Studying and adopting the best practices of using creative teaching methods in the field of moral education allows to detect the aspects of moral education that still needs to be developed and improved. In addition, it prompts in solving current issues that the theory and practice of adolescents' moral education face today in a more consistent way. The research aims at analyzing and synthesizing available research materials on the history and pedagogy in the field. The research also sets out to identify educational conditions and methodological recommendations necessary for providing young people with moral education. According to the analysis of the Tatar education scientists and educators' scientific works it is possible to conclude that the core theoretical and methodological aspects of the moral education are fully examined and reviewed. Educators and scholars perform comprehensive analysis of the genesis, development and the state of the art of the theory of moral education. They also identify factors which are necessary for individual development together with the common principles, forms and methods of moral education.

Keywords: educational issues, individual development, young people, moral education, collaborative work.

INTRODUCTION

Relevance of the problem

Moral education is an organic component of an integrated approach to process of younger generation education. In general educational process it holds a specific place as moral relations, moral aspect mediate all means, forms and methods of education. Morality cannot be acquired just externally – it is based on personal autonomy: the moral law, unlike all other instructions, is the law of the personality. But at the same time it is necessary to remember that moral education does not keep within logic of purposeful activity. Morality is not a usual purpose which can be achieved at a certain interval of time with the help of specific means; it is rather possible to call it the last, prime target, some kind of purpose-ideal – the regulatory scale of human behavior assessment.

Status of a problem

Investigated issues are considered in fundamental works of modern pedagogical and psychological literature (Amirkhanov, 1993; Andreyev, 2008; Sukhomlinsky, 1978; Iwasa, 2017, etc.) in which the essence of basic concepts of theory of moral education are revealed; ways of further development of principles, contents, forms, methods of moral education are specified.

There are historical-pedagogical researches in which formation and development of principles, contents, forms and methods of education of benevolent morality is shown (Khuziakhmetov, Shafikova & Kapranova, 2015; Khuziakhmetov, Aminov & Yesnazarova, 2016), analysis of the first experience of learners' moral education in the 20s at Tatar Soviet school is presented (Abramova, 2007; Copp, 2016), conditions and prerequisites which provided development of moral education in the 30s are specified (Likhachev, 1979; Boldyrev, 1981; Minullina, 2006, etc.).

METHODS

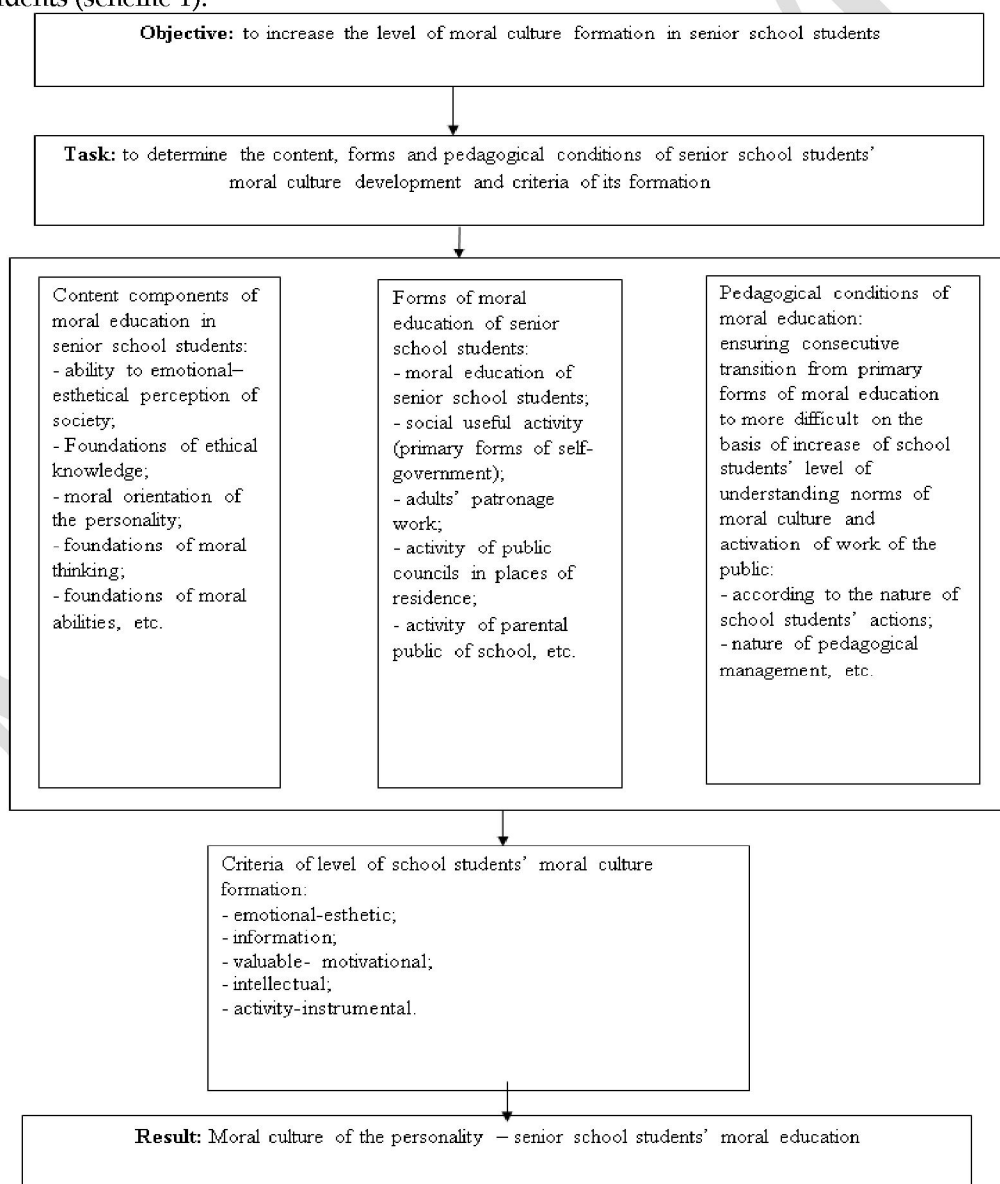
The following approaches and methods were used to verify the hypothesis: theoretical analysis of scientific-pedagogical and methodical literature on the research problem; study, generalization and scientific analysis of best pedagogical practices in the area of moral education; pedagogical observation, questioning, pedagogical experiment (stating, forming control); methods for statistical processing of experimental data.

RESULTS AND DISCUSSION

573 school students of IX-XIth forms took part in the research

The objective of the stating stage of the experiment was to identify an initial level of senior school students' moral education. Examination of school students studying in the tenth or eleventh forms was conducted. Method of expert assessment selected the most typical educational classes.

The research was conducted according to the developed model of moral education process of senior school students (scheme 1).



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Five criteria of senior school students' moral education corresponding to its main components were revealed: emotional-esthetic; information; valuable-motivational; intellectual; activity-instrumental. Main indicators reflecting the content of senior school students' moral education were revealed per each criterion. On the basis of level differentiation of these indicators four levels of senior school students' moral education were determined: high, average, low and very low; they characterize the formation of moral qualities.

Results of the stating stage of the experiment specified that only 1,6% of tenth-graders and 5,1% of eleventh-graders showed the average level of moral education, the majority of them had a low level (69,2% and 83% of eleventh-graders) and very low (29,2% and 11,9% respectively). High level of moral education was not displayed by any of participants at the stating stage of the experiment (table 1):

Levels of moral education formation in senior school students

Table 1

Testees	Distribution on levels			
	very low %	low %	average %	high %
Pupils of the Xth form	29,2	69,2	1,6	0
Pupils of the XIth form	11,9	83	5,1	0
Total	21	75,8	3,2	0

Assessing the formation of various components of moral education in senior school students, it is possible to state the following. Emotionally esthetic component of moral educations was rather developed both in the tenth-graders, and in the eleventh-graders demonstrating mainly positively expressed emotions in relation to the social phenomena and objects. The considerable part of them (50,8%) is capable to experience emotional-esthetic senses from interpersonal communication. Negative emotions in relation to the facts of immoral behavior are more weakly expressed (27,4% - the average level and only 4% - high).

Information component of moral culture is created in senior school students much worse, especially in tenth-graders; their ethical knowledge is considerably shallow, insufficiently strong and full.

The *valuable-motivational component* of senior school students' moral culture is generally developed at the level which does not reflect an integral world outlook. Readiness to consciously show socially approved behavior in society is stated just by the few.

The *world outlook component* of moral culture is obviously insufficiently developed in school students of the tenth form. They generally realize only shallow schematic, obviously expressed interrelations of social phenomena and processes; they poorly realize intrinsic links between the human and society. The minority (27,4%) is able to predict not only the next but also slightly remoted consequences of changes happening in society.

The *activity-instrumental component* of moral culture is most poorly developed in senior school students. Their moral skills and abilities are just poorly created.

Thus, the general level of moral culture in most of school students is low that is clearly demonstrated by histograms in Fig. 1.

Comparative characteristic of levels of school students' moral education

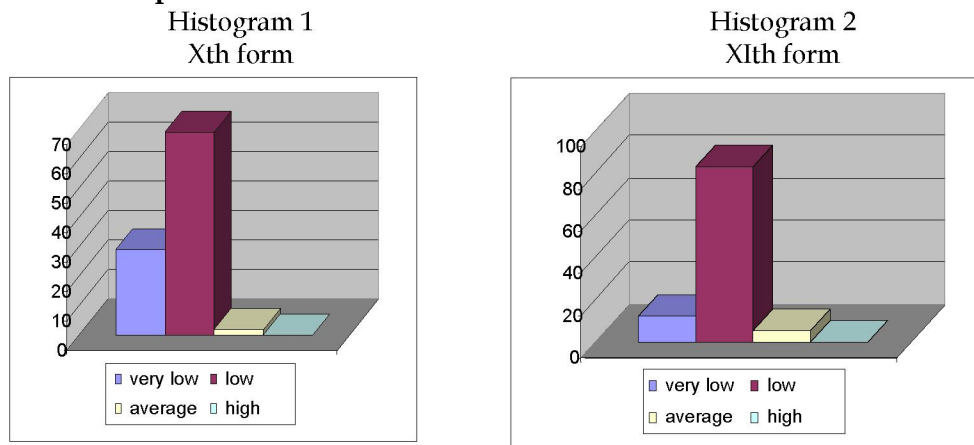
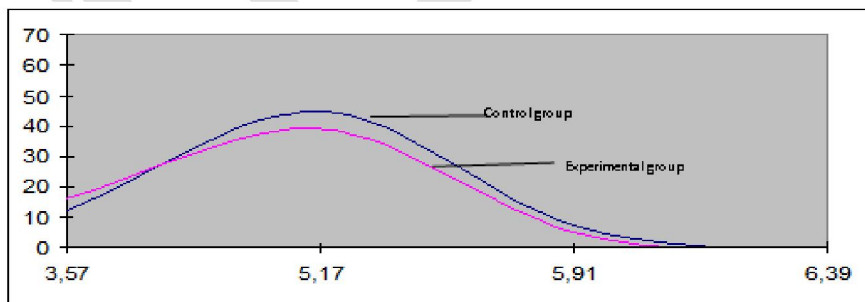


Fig. 1

2 experimental and 2 control forms were chosen from all forms that took part in the experiment. To draw statistically valid conclusions on the level of moral education in senior school students in the experimental and control groups, it was necessary to do statistical processing of data obtained during the stating experiment stage. The procedure of comparison of two selective means on their confidential interval was used as the technique of statistical processing. For this purpose Likert scale was used as a scale for measurement of the level of moral education in senior school students; the range "very low" - "high" was replaced with range (Fig. 2.).

Distribution on the levels of moral education in seniors is 3,57-6,39. Figure 2 presents results of statistical processing according to the accepted technique of data obtained during the stating experiment stage; they show that there are no statistical distinctions between control and experimental groups. It testifies to the observance of equality of initial conditions in control and experimental groups.

**Control and experimental groups at the beginning of the experiment
Distribution on levels of moral education in senior school students**



At the second stage of experimental work the forming experiment was made. During the forming experiment stage the system of special pedagogical events for complex formation of emotional and esthetic, information, valuable and motivational, intellectual and activity-instrumental components of moral education, first of all, of ability for emotional-esthetical perception of communication process, foundations of moral orientation in thinking activity of school students was systematically implemented. It is known that essential changes have been introduced into the informative and world outlook value of humanitarian disciplines of working programs for moral education of school students studying in the X-XIth forms. *Elements of moral education and enlightenment*, in particular, problems of school students' acquaintance with main moral problems of urbanized social environment and foundations of human'

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moral education and humanistic culture, formation of moral beliefs bound to socially approved behavior, intolerance to facts of blatant immorality were entered into a circle of problems of training-educational work.

Some *moral-educational material covering basic problems of ethical culture of social environment and the person* was specially introduced into the structure of lessons contents. Besides, various social objects as means of socialization, condition to ensure socially approved activity, a subject of esthetic pleasure from spiritual beauty of the person, etc. were used as a subject of perception, studying, emotional experience and practical action and entered the contents of some studies and extra-curricular work.

On the basis of the proposed provision for senior school students' moral culture formation, special *personally focused situations of moral and informative character* demanding from school students manifestation of their personal-meaning attitude to the level of moral private state were developed and used at training sessions.

Within realization senior school students' moral education objectives *personally focused situations of imitating-game character promoting active moral school students' self-identification* were developed and used at lessons and in extra-time work. The whole complex of imitating modeling games constructed on the basis of the mechanism of social objects and phenomena subjectivation – pedagogical updating of school student's placement instead of this or that social object, plunging into a situation, circumstances in which they find themselves was selected and realized.

The efficiency of conducted experimental work was verified by comparative analysis of results obtained from stating and final diagnostics of the level of senior school students' moral education.

Finally, it is possible to state a notable growth (though to a different degree) of all quality indicators in senior school students' moral education under the influence of a cumulative action of various pedagogical means. First of all, changes appeared in emotional-instrumental spheres, to a less degree – in an information-intellectual sphere that, in our opinion, is possible to explain by the specificity of the subject "Humanitarian disciplines" with its expressed tendency to the world outlook and moral knowledge.

Comparative analysis data show that dynamics of measured indicators increase in experimental groups was much higher in comparison with the control one. So, the number of school students with a very low level of moral education decreased by the end of the experimental period in control groups from 17,8% to 9,7% (by 8,1%), and in experimental – from 24,2% to 0% (by 24%). The number of school students with the average level of moral education increased in control groups from 4,8% to 8,1% (by 3,3%), and in experimental – from 1,6% to 27,4% (by 25,8%). Moreover, in experimental groups 1,6% of school students with the high level of moral education appeared. The number of school students with the low level of moral education underwent minor changes: in control groups from 77,4% to 82,2% (4,8%) and decreased in experimental groups from 74,2% to 71% (-32%). This is explained by the fact that school students with the low level of moral education made a peculiar buffer zone – some of them left this zone, having passed into the group with the average level of moral education, others passed into this zone from the group with a very low level of moral education.

Thus, as a result of experimental system action the level of moral education in senior school students considerably increased in comparison with control groups.

Figure 3 presents the comparison of selected average control groups at the beginning and at the end of the experiment; their small statistical distinctions is vivid.

Comparison of results in control groups
Distribution on levels of senior students' moral education

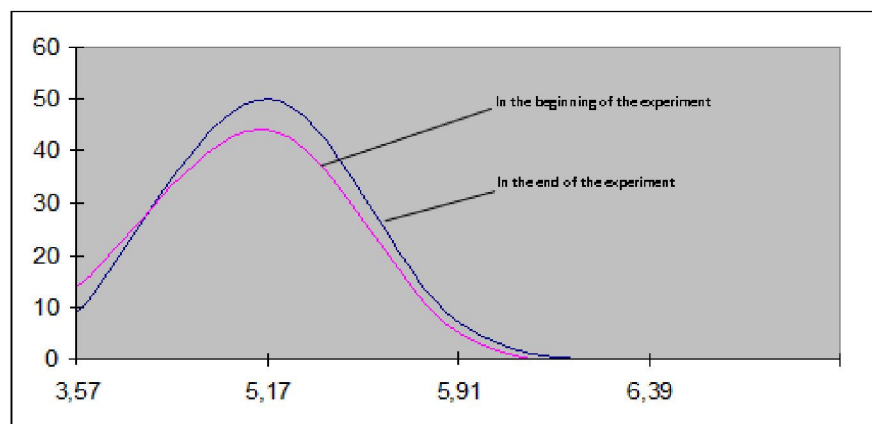
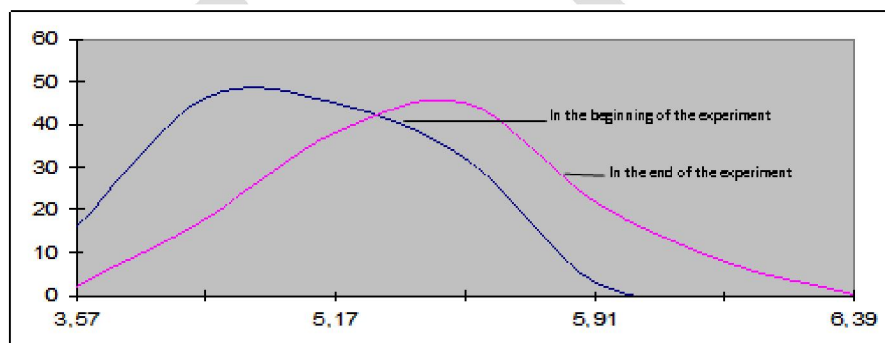


Figure 4 shows the comparison of selected means for experimental groups which presents already expressed results.

Besides, the comparison of selected means for control and experimental groups after the forming experiment shows their convincing statistical distinctions and allows drawing a conclusion that the system of moral education developed in the research is more effective than traditional educational process.

Comparison of results in experimental groups
Distribution on levels of senior students' moral education



Likert scale

Fig. 4

Thus, on the basis of statistical data it is possible to claim that the level of moral education in experimental groups considerably increased in comparison with control groups due to realization of the system of senior school students' moral education in the course of studying humanitarian disciplines and out-of-class work. The results of the experiment convincingly confirm the consistency of the hypothesis. The system of integrated pedagogical actions developed on their basis can be recommended for widespread introduction in school work practice.

SUMMARY

The conducted research does not settle completely all issues of theory and practice of senior school students' moral education in the history of Tatarstan school and pedagogy. There are some more problematic issues to comprehend. In particular, moral education as the most important function of society profoundly impacts the development of society, its purposes and tasks therefore it is necessary to solve problems connected with the process of younger generation moral formation management.

The new typological structure of the personality meeting modern public requirements serves the foundation for development of educational concepts of school students' moral education. In general it can be presented as the subject capable for moral choice, self-determination and self-development in the context of mobile, alternative, objective and open society, the subject whose personal moral position is formed on the basis of multidimensional and versatile education.

CONCLUSION

The conducted research does not settle completely all issues of theory and practice of senior school students' moral education in the history of Tatarstan school and pedagogy. There are some more problematic issues to comprehend since moral education as the most significant component of a renewed society influencing greatly human's attitude to society interests, its goals and objectives demands system search of productive methods to manage the process of personality moral formation - its continuous development, education and self-education.

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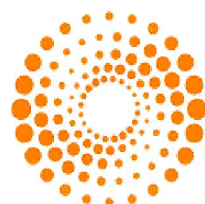
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