

Бердянський державний педагогічний університет



IV ОСВІТА І СУСПІЛЬСТВО IV

Міжнародний збірник наукових праць

*За загальною редакцією
Тетяни Несторенко
Ренати Бернатової
Александра Остенди*

Бердянськ – 2019

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CONCEPTUAL THESES OF LITERATURE IMPACT ON EDUCATION OF STUDENTS' SPIRITUAL AND MORAL VALUES

Sergiy Gurov

Annotation

The article deals with conceptual theses of literature impact on education of students' spiritual and moral values. The author describes main theoretical aspects of education spiritual and moral values through studying literature. The analysis of theoretical works of scientists indicates that different approaches can be used in the process of education of students' spiritual and moral values. That is why one may find the justification of the strategy of using axiological and hermeneutical approaches in the formation of the mentioned values herein. Integration of axiological and hermeneutical methodological approaches as complementary to each other allows us to consider them as a new theoretical and methodological strategy as the main principle for education of students' spiritual and moral values through literary arts, which is capable of changing the strategy of spiritual and moral education in a higher educational institution. The author also reveals the main tasks which are solved in the process the formation of the students' spiritual and moral values: creative, didactic, technological. There it is stated in the article that the effectiveness of spiritual and moral values education cannot be limited to only literature classroom work with students. The process should also include modern activities used beyond the classroom for instance: interactive seminars, project work online, using the resources of Google classroom, colloquiums, curatorial hours, meetings with artists, creative webinars, visiting libraries and workshop cafes etc.

Key words: Conceptual theses; education; spiritual and moral values; students of humanities; literature.

Introduction

Mastering knowledge and skills in obtaining pedagogical education at universities makes it possible to improve the intellectual abilities of the individual as a whole. However, the greater the emphasis on the development of students' intellectual abilities in education is done the lower the level of their morality becomes. In this regard, modern universities should include the element of educating students' morality in their curricula, as it is considered to be the main resource of social prosperity. Thus, the main direction of modern national system of education in Ukraine should be aimed at training and educating of not only a qualified intellectual, who corresponds to the list of competencies specified in a range of educational programs, but also a person with morale and spiritual values.

1. Actual scientific researches and issue analysis

The analysis of various aspects of education a person's spiritual and moral values reveals scientists' scrupulous attention to the topic at its different levels: methodological, theoretical and practical. The pedagogical aspect of the problem is presented in the studies of (L. Vovk,

V. Gubman, V. Dirda, M. Yevtukh, V. Zhukovsky, M. Zaitsev, Y. Ivanov, O. Magerya, T. Chaika, G. Shevchenko, V. Yanok and others). The theoretical interpretation and solution of the problem of education of spiritual and moral values of the individual depends on the set of philosophical ideas that are fundamental to the study, that is, on the generally accepted theses.

2. Target setting

The aim of the article lies in justifying the conceptual theses of literature impact on education of students' spiritual and moral values.

In the theoretical substantiation of the conceptual theses of the theory of organization of education of students' spiritual and moral values, we took into account that this theory is a part of students' general theory of education, where it is paid enough of scientific attention to the formation of students' stable moral qualities, feelings and needs, as well as behavior, which is based on certain ideals, norms and values.

Unstable economic and socio-cultural state of Ukraine has pinpointed such problem area of education as developing spiritual and moral values and spiritual and moral culture of modern youth. The issue of students' education of spiritual and moral values tackles the formation of such their qualities as: conscience, kindness, mercy, humanity, responsiveness and responsibility in order to form a sustainable life ideal and practical guidance for constructive interaction in society. It is impossible not to take into consideration the fact that a human as the highest value in the society forms the basis of modern understanding of spiritual and moral culture.

The process of education of young people is under significant changes nowadays. These changes *determine* the general trend of developing theoretical theses of students' moral and spiritual values as a specialized system of scientific knowledge, containing a theoretical description of pedagogical reality, explanation of patterns in the education of spiritual and moral values and forecasting the development of this direction.

In a student's education, the process of building a hierarchy of values of their personality and the formation of a value attitude to various phenomena of reality and appropriate behavior in society is important. It is a long and complex process influenced by the family, various social institutions and groups, the media, society and the like. It should be noted that the education system plays a special role in the process of value formation. The essence of young people education at universities is in creating appropriate conditions which will bring the students' personalities to gradual acquisition of values defined by the whole education system [5].

Higher educational system of Ukraine is experiencing a vector change in specialists' training because the previous educational ideas on the training of a professional were mainly based on broadcasting of specially processed cultural material. Such an approach has turned out to be limited as to the aspect of individual spiritual development; asserting the "I" concept and manifestation of initiative in professional development.

In this regard, we believe that the rationale for the theoretical theses of spiritual and moral values education of students should take into account the change in the educational paradigm. According to this paradigm education does not mean only the acquisition of certain knowledge and skills [3]. At the heart of the new human-centered paradigm of education is the formation of the spirituality of the individual, the possibility of free choice of the self-development trajectory and self-education. After all, education should not serve the progressive development of an individual, but of society and civilization as a whole. The importance of education in society is usually determined by the role played by experience, skills and professional development opportunities. Over the past decade, this role has

increased significantly and fundamentally changed the social system to an information one. That is, in the foreground of education there is information and knowledge as the key to economic growth of any country. The reality of the information society reflects in close-knit relations between educational and economic spheres. This means that theoretical knowledge becomes a strategic resource of the country and determines not only its independence, but also national security.

The use of unlimited information resources of the Internet, the assimilation of new information environment with specific means of activities certainly lead to the formation of a new type of human thinking. They also provide an opportunity to solve creative problems in a new way, change the type of mental activity of the individual, but we should always keep in mind that technocratic education of the individual leads to its dependence on the artificial technical environment [4].

There lies the incompatibility of technocratic trends in society with the main trend of modern education, which is manifested in the transition from the knowledge paradigm to the personal a person-centered one. So, the most urgent problem of modern youth education is that in the future the technocratic dependence of human education will lead to the lack of society spirituality.

That is why we consider it to be quite relevant to support the current trend not only to identify IQ or EQ of a professional but also a new type of intelligence-SQ (spiritual quotient-coefficient of spiritual abilities). The studies in its area show that SQ intellect type measures such abilities as: a personality's potentiality to overcome physical and material dependence; capability to experience an increased state of consciousness; possibility to devote themselves to everyday experience the ability to use spiritual resources to solve problems. It should be noted that "SQ" is not associated with a particular religion according to D. Zohar [7].

The educational reform, which is now being implemented in Ukraine, where the purpose, objectives, content of education and approaches to the organization of the educational process in higher education are changing, makes it possible to take into account the indicators of the above types of intelligence in pedagogical activity: intellectual, emotional, social and spiritual. Since the basic principle of this reform was the humanization of education, the moral and spiritual education of the individual in our time is a priority goal of the entire educational system.

The priority of education of a person with established spiritual and moral values is stated by academician I. Bekh, who notes that the entire educational system today should be subordinated to the moral and spiritual growth of a person [1]. Education of spiritual and moral values of future specialists in Humanities is an important task in the formation of the students' personality as a whole, this is confirmed by the reflections of I. Guslenko on the functions of education. Thus, he alleges "the humanistic function of education is associated with the spiritual and moral development of the individual, and the dominant features of humanistic education is – the formation of a system of universal values and awareness of the value of each human life, the inheritance of the general cultural experience of previous generations and overcoming the crisis of national identity and self-awareness".

Work experience at the pedagogical University confirms that the role of young people education of moral and spiritual values should grow, because the modern openness and diversity of information channels lead to the fact that young men can not only explain, but also are not guided in such concepts as "good" and "evil", "truth" and "falsehood", "justice" and "conscience" and the like. That is why a special role in the formation moral and spiritual values of personality belongs to the teachers of the humanitarian cycle, on the basis of literary art, carefully selected works; we have the opportunity to shape the personality of future professionals.

Thus, we assert literature to be powerful means of education of spiritual and moral values, it contributes to the formation of such human feelings as: (conscience, duty, faith, responsibility, patriotism etc). It develops such moral qualities as: (patience, mercy, meekness and generosity); such a moral position as: (the ability to distinguish between good and evil, the manifestation of selfless love, willingness to overcome life's challenges); such spiritual and moral behavior, the manifestation of which is: (willingness to serve people and the Fatherland, manifestations of spiritual prudence, obedience, good will). So, the mission of the one who set the goal to educate the spiritual and moral values of students is not only in focusing students' attention on the high moral qualities of literary characters, but also in revealing the essence of such values as faith, good, love, truth, conscience, beauty, human life, health, freedom, knowledge, wisdom and the like.

There is one more thesis as to the effectiveness of spiritual and moral values education; it cannot be limited to only literature classroom work with students. It should also include modern activities used beyond the classroom for instance: interactive seminars, project work online, using the resources of Google classroom, colloquiums, curatorial hours, meetings with artists, creative webinars, visiting libraries and workshop cafes etc.

Consequently, the development of conceptual theses of the theory of the process of students' spiritual and moral values education should be built on the combination of the following approaches: axiological, gender, activity, competence, cultural, personal, procedural, systematic and civilization. These approaches make it possible to process students' education of spiritual and moral values from the standpoint of educational space and their professional training.

The role of general scientific foundation and the theoretical and methodological strategy of our study is fulfilled by axiological approach. Axiological approach (N. Astashova, B. Berdyaev, A. Bondarevskaya, V. Vorontsova, N. Lesnevskaya, S. Rusova, V. Slastonin, N. Khudyakova, G. Chizhakova, N. Shchurkova, N. Eliasberg, etc.). in education considers a person as the highest value of society and the very goal of social development.

The analysis of scientific literature makes it possible to put forward the following provisions of the axiological approach to the cultivation of spiritual and moral values among students of humanities with literature:

1. The essence of the axiological approach is to perceive literature as the world of values, the entire diversity of human activity as a set of material and spiritual values, a complex hierarchy of ideals and meanings meaningful to society and a man.
2. Axiological approach cannot be imposed on students from the outside. This approach is predetermined internally, it has a subjective nature. It is the product of spiritual and moral value self-consciousness of the individual.
3. Axiological component of the content of education is implicit in all disciplines being studied.
4. The process of formation of spiritual and moral values of students assumes that the realization of this function can be carried out only in a holistic educational process, mediated by a complex of external conditions (integrated cultural and informational environment, value dialogue interaction of all subjects of the educational process) and internal conditions (the formation of students "I-concepts", the development of social self-awareness, the ability to self-realization in the world of socially significant values).

The foregoing suggests that the formation of students' spiritual and moral values should be based on the axiological approach, which is explained by new approaches to the content of education, the development and consistent implementation of the humanistic concept of modern education. Thus, the thesis is the following: from the standpoint of this approach, pedagogical technologies for the education of students' spiritual and moral values will not be artificially involved into the process of education. This approach will provide freedom of choice and focus on the social self-determination of students who will be able to correlate the knowledge gained with the facts and events of real life, and also correctly use them. The

second component of the theoretical and methodological strategy that we have chosen is the hermeneutic approach. Hermeneutics is a doctrine of the principles of interpretation and comprehension of texts, which today has an intense development due to the efforts of scholars: H.-G. Gadamer, V. Humboldt, V. Dilthey, A. Lorenz, P. Ricoeur, J. Habermas, M. Heidegger, F. Schleiermacher.

Within the issue of our study we consider the hermeneutic approach as a methodological basis for the formation of spiritual and moral values of students by literary art. With this approach, we have the opportunity to solve such tasks during the formation of the students' spiritual and moral values as: a) creative – to develop the subject-object-object-based technology of “setting up a dialogue” with a literary work, that is, the establishment of conscious communication in the process of comprehension of literary materials; b) didactic – to predict the result of interpersonal educational interaction during the formation of students' spiritual and moral values through literary art; c) technological – to organize a creative, reproductive, normative understanding of literary art based on humanitarian knowledge, moral and ethical norms, knowledge, skills and abilities that are transformed from different disciplines.

The foregoing makes it possible to understand the hermeneutic approach in our study as a theoretical and methodological strategy for the education of students' spiritual and moral values through literary arts, which will ensure the holistic development of the complex of multicultural, linguistic, communicative, discursive, as well as technological knowledge, skills and abilities through the transformation of content elements through a true interpretation of literary content on the basis of the acquired spiritual and moral values.

Therefore, integration of axiological and hermeneutical methodological approaches as complementary to each other allows us to consider them as a new theoretical and methodological strategy as the main principle for education of students' spiritual and moral values through literary arts, which is capable of changing the strategy of spiritual and moral education in a higher educational institution.

The essence of axiological-hermeneutic approach consists in the perception of fiction as a world of values, a complex hierarchy of ideals and meanings that are significant for society and a man. This approach cannot be imposed on students from the outside, because it is predetermined internally, it has a subjective nature, is a product of the spiritual and moral self-consciousness of the individual.

The axiological and hermeneutical component of the content of education is implicitly found in all disciplines studied by students in humanities; hermeneutics is considered as a way of activity, a method of interpretation, an understanding of the main meanings of a literary work and its main direction. Hermeneutics is also viewed as a mechanism that forms the value orientations of students of humanities is a specific communicative activity, interaction with the text, dialogue with a literary work.

Considering axiological-hermeneutic approach as a theoretic-methodological background for education of students' spiritual and moral values is absolutely significant. It can be justified by the fact that conscious understanding of the spiritual and moral values meaning and the ability to interpret literary texts from the point of view of value attitude towards them, gives the future specialists of the humanitarian profile a kind of superiority. Such mentioned predominance manifests itself in the ability to comprehend the integrity of the spiritual and soul life of society, to take on its features and to continue its best traditions [6].

In our opinion, it is important for the students to cultivate the spiritual and moral values of the students by this approach, which is aimed at the conscious selection of materials of literary art that meets the criteria of spiritual and moral values, the creation and testing of effective educational methods and technologies for self-education. The knowledge that students receive in the field of culture, psychology, pedagogy, philosophy, literature, history,

appear not as divisive, but in a certain systematic unity as a powerful resource for tackling with spiritual and moral problems which they face during vocational training and everyday activities. In this case, students also have to master the methods of measuring personal moral qualities for self-constructing an individual educational program, correction of behavior and implementation of spiritual and moral actions.

In the depths of Ukrainian culture, in Ukrainian literature in particular, there were developed the basic spiritual and value ideals of our people. Then they were successfully worked out and passed down from generation to generation. Among the ideals we should mention: virtue, piety, selflessness, conscientiousness, diligence, love for the land, home and homeland. In the literary works of Ukrainian writers, one may find appeals to follow moral commandments. Among the chanted spiritual and moral values there were diligence, equality between people demands for love, education, training of crafts and needlework, the value of knowledge and skills transfer from generation to generation. Let us give the examples of such Ukrainian literary works: Nestor Litopysyeh "Povist' mynulyh lit", T. Shevchenko "Kateryna", I. Kotlyarevsky "Eneida", "Natalka Poltavka", Pantleymon Kulish "Chorna rada", Panas Myrnyi "Hiba revut' voly yak yasla povni", V. Stefanyk "Kaminy khrest", M. Kozhybynsky "Intermezzo", Y. Yanovsky "Vershnyky" etc. The mentioned literary works were analyzed for evidence of spiritual and moral values in the content. In the process of studying them we have noticed that there were also manifested such values as: freedom, equality, love and betray, happiness, patriotism, peace, consent, mercy and so on [2].

The educational potential of literary art consists not only in the transfer of labor knowledge and skills, but also in the development of the concepts and values of human life, a peculiar code of "life of an ordinary man", in which the leading is love for the land, home, respect for parents and elderly people, care for small, weak and sick, mercy, cohabitation, kindness, justice, honor and dignity. Spiritual and moral education through literature forms the person's core. It has a beneficial effect on all aspects and forms of human relations with the world: on its ethical and aesthetic development, world outlook and formation of a civic position, patriotic and family orientation, intellectual potential, emotional state and general physical and mental development.

In this regard, the methodological basis for the cultivation of spiritual and moral values is the norms and traditions of folk culture chanted in literary works which reflect the sublime. Those norms and traditions can be represented in various aspects: in the context of finding the meaning of life, a literary character, a comprehending of the purpose of life and the meaning of relationships with other people; on examples of national history and culture, as well as on the basis of national traditions of Ukrainian people.

In our research we have developed strategic tasks for organization of the students' education of spiritual and moral values through literature. They are as follows: conscious service in favor of people and the homeland, revival and formation of careful attitude to the cultural heritage of people; the nature of the country, its people, history and traditions; mastering of the best examples of literary art, the ability to analyze them on the basis of worked out criteria for their careful selection; the assimilation of the best spiritual and moral principles that mankind has developed throughout history; assimilation and embodiment in the vital reality of spiritual and moral values; the harmonious development of each individual with the implantation of such principles as: kindness, honesty, desire to help one's neighbor, to strengthen family traditions; internally spiritually evolve; formation of national self-consciousness and responsible attitude to the native language.

Conclusion

Theoretical and methodological justification of education of students' spiritual and moral values reveals it to be possible on the basis of axiological and hermeneutic approach. The influence literature on the spiritual and moral development of the individual reflects how different genres of literature, fiction, in particular, which contains high moral models for imitation, affect morality, value orientation of the students for the affirmation of their universal, national, and spiritual and moral values. Such patterns of true morality in certain artistic works ensure the development of society as a whole, which makes literature potential a focal point for our research. Thus, in accordance with the specified main directions and their value bases, the tasks, types and forms of activities for education of students' spiritual and moral values through literature should be specified at different stages of the process.

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