

DEVELOPING MORAL VALUES THROUGH TEACHING ENGLISH

This article is aimed at proving the importance of forming and developing moral norms and values of students through influencing emotional sphere while teaching them. Any educational process should comprise not only teaching factual material but developing emotional sphere which is necessary to create a personality with strong moral principles, with ability to distinguish what is right and what is wrong, to tolerate and understand other people and their views, ready to support others in case of necessity. Our goal is to demonstrate the opportunities which are open in this respect to English teachers during educational process.

Key words: *moral values; empathy; compassion; emotional sphere; instilling proper qualities.*

Actuality of the study. Any teacher and any subject should become a platform for developing the proper moral norms and values without which it is absolutely impossible to create a society which takes care of its members and strives for better life conditions. We are most frequently concerned with and concentrated on students gaining knowledge on the subject and as much information as possible. But in our modern conditions, when we see that only mere professionalism is not enough to improve social standards, we should be also aimed at forming such moral values that will be able to lead future professionals to the decisions which can satisfy the needs of the society in support and care. If we want to live in a better society, we should bring up people who are able to think and care of other people's interests, not only of their own ones. They should be also concerned with nature protection, not only with using it for their own sake as if tomorrow never comes. For this we should think how to develop compassion, tolerance and mutual support while teaching students who in the nearest future will take an active part in social life.

Analysis of publications. A lot of authors pay attention to emotional sphere of teaching because moral values are the driving values which push us to action and are a source of motivation. Moral values are the standards of good and evil, which govern an individual's behavior and choices. Individual's morals may derive from society and government, religion, or self. Moral values tend to govern our actions, to constrain them (if we apply them).

What concerns us today is the moral principles, they are often of the order of duty and this sense of duty depends on our belief systems, our experiences, our socio-educational heritage, our environment and so on. Moral values such as integrity, determination, loyalty, truthfulness, honesty, giving respect to each other should be developed by every individual. As stated earlier, moral values help us distinguish between what's right and wrong, good or bad for you as well as for the society in general. So, as a result, you naturally become a member of social life, able to communicate and interact with other

members in a proper way. In his inaugural speech in 1961 the 35th American president John Fitzgerald Kennedy said his famous words, «Ask not what your country can do for you; ask what you can do for your country.» Every society needs such people who take care of others and people should be taught to be like this.

The Roman philosopher Seneca noted that kindness is the language the deaf can hear and the dumb can understand [5]. Czech humanist-educator Y. A. Komensky pointed out integrity of education and bringing-up. The German educator A. Disterweigh in his «Regulation on teaching German teachers» noted that development and education of any person cannot be just given to him. Everyone who wants to gain this, has to reach it through his or her personal activity, own pains, own hard work. From outside he can get only encouragement [2]. This idea was supported by K. D. Ushinsky: «Any activity should be mine, it should excite me, come out of my soul». He also stated that an educator is not an official, but if he is an official, he is not an educator, adding, that education is not a science but an art which strives for an ideal» [4].

In his book «Emotional Intelligence» American writer, researcher and psychologist Daniel Goleman emphasizes the importance of taking into consideration emotional sphere for overcoming difficulties while teaching students. He states that if emotional component is absent, sooner or later logical proofs and facts may lose their value. Daniel Goleman also studied emotional regulation of a person (ability to react emotionally on life problems and social events properly) which is necessary for social interaction. He mentioned empathy (passion or feeling from Greek) as an ability for compassion to the emotional state of another person without losing control of outside reason of this feeling [1]. The term «empathy» was introduced by Anglo-American psychologist Edward Bradford Titchener and the theory of empathy was developed by Theodor Lipps – the German philosopher and psychologist. According to it empathy is a social form of compassion expressed due to another person's troubles.

In our opinion, forming motivational sphere of a higher educational establishment student has such directions as forming motives and needs in professional development, forming skills and habits of self-education, creating ability of objective self-assessment and ability to plan changes in activity in case of necessity. Of course, all this is closely linked with different social, economic, cultural and ethnic matters of society life. All factors of influence are divided into two major groups: state-governmental and socio-psychological. Evidently, state-governmental factors include political, economic, cultural and educational conditions of life in a definite country. Socio-psychological ones comprise conditions of a family up-bringing, age specifications, educational level, society impact on forming moral values, etc. By all means, these factors can be only taken into consideration by a teacher while working with a certain student, as it is impossible to influence them.

The aim of the article. Our aim is to show how English classes can become a base for developing the main moral values and life principles which are of crucial demand in our society if we strive to improve our social life. We want to demonstrate that using certain materials can be of great help in developing the proper moral values and empathy, influencing students' emotional sphere on the whole.

The main material research. Moral values are determined by genetically programmed models of behaviour (self-preservation, multiplication, clan value), and also the need of being pleased. Moral values are culturally adopted ways of these need realization. Different societies may give priorities to different values such as western society culture of self-security and group values and adherence to clan values, e. g. nationalism in other societies. Moral values are spread in a society through people imitating and following example of others (children – parent relations), educational sphere, participating in different social groups having their own moral norms, advertisement, state propaganda and so on. Values can undergo evolution, changing during historical process. Society gives birth to some new values, modernize some old values and get rid of those which do not correspond to people's up-to-date views. Domineering values form ideology of a group or the whole society. In our opinion, changing values influences the tendencies of social development. If the main value of a society is to prove its uniqueness and superiority over other nations, to benefit at the cost of other social groups interests, it can lead to developing weapon production industries and spread of ideology of aggression. The world knows such examples and the main task of the mankind today is to do everything possible to prevent such tendencies. We are strongly positive that teaching any subject should comprise developing such moral norms and values that should contribute to creating a just society protecting its members and considering a human life the main value.

During the course of history the value of human life has underwent a great transformation to the direction of immense increase of understanding its value.

This trend is reflected in the violence level decrease, taking care of people's life, protection of disabled groups of different types, determination to fight poverty and prolong life span in general.

Undoubtedly, everybody wants to live in a better world and in a better society. Every society should put up a question how to achieve this goal, but without any scientific research it is clear that without forming the right moral values in people, who in the nearest future will become responsible for building our society and take the key positions in its government and establishment, it is impossible to create such a society. According to an English proverb «All the flowers of the tomorrows are in the seeds of today» – the young people of today are the leaders of tomorrow. Only people who care about others, have compassion and feeling of justice, can place society interests above their own ones, are able to create and develop such a model of society. As Herbert Hoover remarked, children are the most valuable natural resource, meaning that only they will soon be in charge of the society and its fate will depend on their actions. We cannot deny the importance of being a well-educated professional for the future development of any society. Brilliant professionals are of crucial need in every sphere of industry, production and others. A great many of scientific works and articles are dedicated to the ways of educating and preparing the best professionals in all spheres of our life. But this is not enough to make a society better. Not all educated people are intelligent people with the desire to make people's life better and to work in the name of society interests. But education cannot be real education without teaching one life's true value, it shouldn't teach young people only how to make their living, it should teach them how to make a life. Following the often-quoted statement made by Theodor Roosevelt, an illiterate person can only sneak something from a railway carriage, while a university graduate can steal the whole railway. This doesn't show that education itself can bring evil, it shows that education without moral norms and limitations is not the final aim of any educational process. In our work with students we strongly recommend to select such material and texts which can provide students with the possibility to develop emotional sphere while learning and discussing them. For example, in our practice we use the text «The Ninth Train» which is devoted to Nickolas Winton – the man who saved Jewish children from Nazy concentration camps in Prague in 1939. Students get to know about a person who was born in a rich aristocratic family in Britain and was supposed to build a brilliant career in banking, but travelling to a ski resort through Prague, he couldn't remain indifferent to sufferings of people in concentration camps. He refused his career, started helping such people and completely changed his life. He managed to save more than 600 children getting them adopted by British families. After reading and discussing the text about Winton's activity students were so impressed that found a lot of additional information about him by themselves. They learned that he never publicized his activity after the war and it became known only due to his wife who found his records by accident.

In our practical work we widely use a series of books by American journalists and writers J. Canfield, M. V. Hansen Chicken, who collected real life stories from people. These stories contain examples of people's kindness and compassion, their support of other people

who need help. For example, the story «Bopsy» tells about a six-year-old boy who is dying of leukemia and dreaming of becoming a fireman. His mother tried to make his dream true at least partly addressed the local fire department to help her. The fire brigade let the boy spend a day at their work, drove him in different fire vehicles and even presented him with a real uniform of his size. When the boy was dying the whole brigade arrived at the hospital with sirens, entered through the window by the fire ladder and announced Bopsy a real fireman, which made the boy feel happy at the end of his life. Nobody could save him, but some people managed to make the end of his life a little better. This touching story from real life calls strong feelings in all students who managed to find the similar situation in one of American towns where a child also was dying of cancer and dreaming to live till Christmas. The town dwellers learned about this dream and organized Christmas celebrations some months earlier. All the town was decorated, the child's street was covered with artificial snow and the child died being sure that he celebrated Christmas. In the story «On Courage» students read about a little brother who agreed to give his blood for blood transfusion, vitally necessary to save his sick sister. At the end of the transfusion he asked if he would die at once. In their hurry, the doctors forgot to explain the child that they wouldn't take all of his blood and he was sure that he would die as soon as it finishes, but it didn't stop him in his desire to save his sister. Such stories touch students and show them positive examples of people's attitude and behavior which are so necessary today, when we are surrounded by examples of cruelty and violence. Our media show us so many cases of dishonesty, cheating, corruption, that it makes an impression that our life has only negative side. We are sure that discussing positive and kind things which people do in real life out of compassion can positively influence their emotional sphere, teach to pay attention to others and their problems, understand that a small action can change somebody's life for the better.

Today people are concerned with making profit which is not bad by itself, but it shouldn't become the only aim of life. While learning the topic «From the History of Money» with students-historians we not only discuss the historical aspects of money appearance and development, but also the role of money in people's life. We introduce some stories which demonstrate the danger of money influence on people's life and character. For example, the story «everything for You» the father of the family works so hard that he has no time for his family. When the family complains of his absence, he says that he does everything for them. He manages to get promotion and buy a big house, a luxurious car, the best clothes. When he wants to stop and spend more time with his family, he suddenly dies in his sleep. After reading students make the conclusion that there are immaterial values that do not depend on money only, and we shouldn't postpone spending time with the nearest, or it may be too late. In the story «The Greatest Misers of the World» they get to know about people who were extremely rich but made their relatives only unhappy. The so-called «which of Wall Street» didn't want to pay the doctor trying to find a

free of charge hospital and her son lost his leg, remaining an invalid. All the other examples brightly show that money itself without human attitude doesn't bring happiness to anybody. Using such stories in our practical work we strongly hope to draw students' attention to moral problems and call the proper emotional feedback.

It is vitally important to change moral values to the direction of saving our planet and humanity. People should develop technologies firstly for the sake of saving people and future generations. Students should realize the danger and the necessity of taking care of the world right now. They should become concerned with the idea of taking care of the nearest surrounding, because often young people like to speak about saving rain forests, which is not bad in itself, but they forget to clean around and take care of those who are near. Those technologies which don't consider human interests and can be destructive and ruinous, should not be of the greatest interest for them – only those technologies which can serve to humanity self-defense should be of the main priority. Development of potentially destructive technologies should strengthen moral limitations which depend on moral norms and values of their carriers [6]. The fate of the civilization is in the hands of people having some moral values and these values will determine the way of future development. Very often people tend to think that they cannot change anything because we cannot stop developing industry. In the story «One at a Time» students read about a man who throws starfish back into the ocean at low tide to save them. When told that it was useless because there were millions of such starfish at hundreds of beaches, he said he could make difference at least for some of them. Students conclude that even small actions of people put together can change the situation for the better. The main thing is not to remain indifferent and notice the possibility to apply your positive energy and support. The main idea of such work is to instill the moral qualities and values which are so needed in our modern industrialized society with lack of compassion and mutual support.

Conclusion. Today we cannot but notice that young people are more engaged into devices than reading and getting some norms from good literature as it was typical 20–30 years ago. Mark Twain remarked that the man who doesn't read good books has no advantage over the man who can't read. Not that we are against gaining great skills in technology, but we are sure that education is incomplete without developing emotional sphere and empathy. Mankind has accumulated an immense «baggage of knowledge» which we, teachers, strive to pass to the next generation. This baggage is getting heavier and heavier year by year and the ways of getting information are getting easier and easier. As it is often said now, information has become available at one click. We can face the problem that some young people are better at fast getting information better than their teachers. Does it minimize the role of a teacher? In the respect of forming and developing the necessary moral values and norms it doesn't. On the contrary, it makes the role of a teacher more important, because, in our desire to give as much knowledge as possible, we shouldn't forget about this important mission. Our task is to teach how not to get lost among a great many of informational flows, how not to lose the basic human values which cement people's society.

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РАЗВИТИЕ МОРАЛЬНЫХ ЦЕННОСТЕЙ НА ЗАНЯТИЯХ АНГЛИЙСКОГО

Статья посвящена доказательству необходимости развития эмоциональной сферы студентов и привитию им соответствующих моральных норм и ценностей в процессе преподавания английского языка. Автор показывает необходимость и возможности влияния на эмпатию студентов путем изучения и обсуждения соответствующим образом подобранных материалов, которые способствуют развитию положительного отношения к другим членам общества, желанию делать добро, помогать тем, кто нуждается в помощи, и формировать непотребительское отношение к окружающей среде.

Ключевые слова: моральные ценности; эмпатия; сочувствие; эмоциональная сфера; прививать соответствующие качества.

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РОЗВИТОК МОРАЛЬНИХ ЦІННОСТЕЙ НА ЗАНЯТТЯХ АНГЛІЙСЬКОЮ

Стаття присвячена тому, щоб довести необхідність розвитку емоційної сфери та формуванню моральних цінностей у студентів під час викладання англійської мови та описанню можливостей, які відкриваються в цьому процесі. Сучасне суспільство сконцентроване на отриманні освіти з метою будівництва кар'єри, досягнення успіху в професійній сфері, можливості бути конкурентоспроможним на ринку праці, що не є поганим. Але, якщо мати на меті не лише власний успіх та професійне зростання, а й бажання побудувати краще суспільство із гарними умовами для всіх членів цього суспільства, то цього буде замало. Історія знає сумні приклади, коли добре освічені люди не дбали про інших, а, навпаки, творили зло, вважаючи себе кращими за них, такими, що мають право вирішувати долі інших.

Сучасні педагоги часто намагаються дати якомога більше знань, донести до студентів якомога більше інформації, бажаючи задовольнити їхню потребу в набутті професійних навичок. Це є гарною тенденцією, але, на наше велике переконання, вона має поєднуватися із розвитком емоційної сфери – формуванням моральних норм і цінностей, які мають бути притаманні членам суспільства, що дбає про своє гідне майбутнє. Викладаючи свій предмет, кожен має замислитися над тим, як зробити навчальний матеріал таким, що впливає не лише на розум та логіку, а й на емоції, викликаючи співчуття, формуючи повагу до інших, толерантне ставлення до іншої думки, бажання допомогти тим, хто цього потребує. Лише люди, які можуть зрозуміти почуття інших, враховувати їхні інтереси, не ставити свої власні бажання та прагнення понад усе, можуть працювати заради загального добробуту суспільства, робити позитивні зміни у соціальному житті і, врешті-решт, зробити суспільне життя більш щасливим. Студенти, що навчаються сьогодні, завтра стануть відповідальними за подальший розвиток суспільства, зайнявши ключові позиції та посади. Деякі з них розвиватимуть технології, деякі лікуватимуть людей. У будь-якому випадку, вони мають дбати про моральний аспект своєї діяльності, брати на себе відповідальність за результати своєї праці. Якщо не враховується моральний аспект, технології створюються з деструктивною або агресивною метою знищення конкурентів, отримання більших прибутків за будь-яку ціну, або вбивства людей при розвитку виробництва зброї.

Автор статті доводить, що викладання англійської мови може і повинно стати майданчиком формування у студентів таких моральних якостей, які потрібні нашому суспільству для покращення життя. Лише здатні до співчуття люди, які готові працювати заради інших, здатні побудувати таке життя. Автор пропонує приклади практичної роботи на заняттях, які сприятимуть розвитку відповідних моральних якостей студентів – майбутніх фахівців.

Ключові слова: моральні цінності; емпатія; співчуття; емоційна сфера; прививати відповідні якості.

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