

Students' patriotic values formation by means of a foreign language as an important issue

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ABSTRACT-- *The research is relevant due to the necessity to prepare devoted specialists who are able to act according to society's values, and ready to work for the good of the country. Thus, the article focuses on the specifics of students' patriotic values formation. The key element here is a foreign language course at University that offers all necessary facilities for the conditions for the personal values formation. Therefore, it is important to look into this formation process by means of a foreign language. The purpose of the research is to analyze some practical aspects while using didactic materials with a patriotic approach. We state that axiological potential should be engaged. And thus a specially prepared set of didactic materials is recommended.*

The main scientific approaches are: axiological, personality-oriented and systematic. Besides, theoretical and empirical methods have been used. The method of generalization and synthesis of value formation experience was applied while analyzing psychological and pedagogical literature on the research topic. The interview and pedagogical observation methods allowed the value formation process to be analyzed.

In order to conduct experimental work didactic materials contributing to the students' patriotic values formation have been prepared. The article presents the analysis of various studies on value formation. This has enabled didactic materials to be clearly structured. Information blocks (a text with the set of tasks) are included in the course of the lessons. The texts are about important events, traditions, heroic deeds of past years and contemporary ones. The experimental research work has shown that didactic materials with valuable and patriotic approach are quite effective for patriotic values formation.

The results of the article will be helpful for teachers of higher education and researchers of value formation.

Key Words--*education; axiological aspect; values formation; patriotic values; foreign language; didactic materials; patriotism*

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I. INTRODUCTION

Russia's future substantially depends on young people with the potential who are to solve the problems facing the country. The devotion to the homeland, the readiness to work for the benefit of the country and to protect it if necessary are essential for the self-realization of young people in various spheres [1, p. 4].

Conditions have to be created to contribute to the patriotic values (PVs) formation of the young generation. The problem of students' values formation is one of the most essential for modern higher education. The expectations of society direct the educational process towards the value enriching of the educational content.

The study aims to analyze and to investigate the PVs formation by means of a foreign language course based on a theoretical analysis and experimental work. It also presents the analysis of the practical aspects of values formation. The hypothesis of the research is that the students' PV formation in the process of studying a foreign language (FL) will be effective as long as the value-forming and patriotic resources of the academic discipline "Foreign Language" are to be implemented and are based on the application of a set of didactic materials (DMs).

As a result, it has become necessary to consider the concept "value" in detail. We agree with Prof. A.M. Novikov's opinion that values have positive meaning. They meet the needs of people and society; serve their interests and purposes [13, p. 255]. S.L. Rubinstein believed that values are "the result of the relation of the world and a person". Their components are important for an individual. They are created "in the course of history, and are significant for a person" [16, p. 383].

The problem of value formation, especially the PVs, means the significance of patriotism and its study. There is no doubt that patriotism is essential for any nation. The researchers note that "in every country the idea of patriotism has its peculiar features" [23]. What's more, patriotism is the ideological core and without it there will be "no state, no society, no individual" [14, p. 80]. A.N. Vyrshikov and M.B. Kusmartsev compared a high patriotic idea with a foundation on which the spiritual aspect of modern Russian society and its future can be created [6, p. 6].

In order to define the concept "PVs" more precisely it is necessary to refer to its interpretation in the pedagogical literature. For some researchers, PVs represent "stable, positive understanding of Russia's national interests, determined by the complex of the balanced interests of the individual, society and the state" [18, p. 7]. In its turn, PVs are regarded as "a very complicated spiritual phenomenon including closely interconnected system of civic, national, and international elements" [17, p. 14]. L.A. Gashchenko claims in the research that the PV is "a sociocultural significant pattern allowing the main individual's civic-patriotic motivators, the patriotic and the ethno political environment to be evaluated" [7, p. 11].

Thus, the objectives of the PVs formation process are: improving knowledge, preservation of memory and respect for the country's past; student's integral personal development; practical implementation of the value features of the academic discipline "Foreign language".

Despite the scientific value of today's research, there is a need to justify the process of the students' PVs formation of higher educational institutions by means of FL.

The study is based on the basic principles of the axiological approach (A.A. Derkach [8], A.V. Kiryakova [10], V.A. Slastenin [20]); scientific works on a personality-oriented approach (E.F. Zeer [9], V.V. Serikov [19], I.S. Yakimanskaya [24]); studies on the system approach (V.P. Bepalko [2], I.V. Blauberg [3]).

The educational resource of the academic discipline “Foreign language” is highlighted in the study of A.V. Konysheva [11]. Next S.S. Koroleva [12] clarifies the role of FL in the value formation. The significance of FL for moral education and love for the Motherland is emphasized by G.V. Rogova [15].

In this regard, it seems worthwhile to examine if the FL discipline has any resources for the values formation. The analysis of scientific literature revealed that the discipline “Foreign Language” has significant opportunities for the values formation at University [11]. This discipline involves focusing on the culture and values of other countries, but the values associated with our country can also be successfully formed. For this reason an appeal to the students’ value consciousness while learning a FL is inevitably required [12, p. 10]. The essence of this discipline lies in its communicative capacity and it contributes to the person’s moral qualities formation [21, p. 14]. G.V. Rogova emphasizes the significance of FL for moral education and the love for the Motherland [15].

This scientific publication is based on materials from previous studies and provides a more detailed discussion of this problem.

II. Materials and Methods

In order to conduct this research, the set of the following complementary methods was applied:

- theoretical (analysis of psychological and pedagogical literature on the research topic; generalization and synthesis of value formation experience; comparative analysis, systematization of experimental data);
- empirical (interview method, examine the results of the work, pedagogical observation of the value formation process at FL lessons).

These methods help to obtain precise results, since the methods have been chosen in accordance with the purpose of the research. While analyzing psychological and pedagogical literature on the research topic, the methods of generalization and synthesis were applied. The analysis of the value formation process has been carried out basing on the interview method and pedagogical observation.

III. Results

It seems worthwhile to organize the PV formation based on a preparation and implementation of a set of DMs in the course of FL lessons. According to L.A. Burylova we define DMs as “extra teaching materials allowing to solve educational problems in the learning process while working practically with them” [4, p. 9].

In order to analyze the PV formation process based on the implementation of DMs, we focus on the aspects proposed by E.I. Vishnevsky [5, p. 26-28]. The most significant aspects distinguishing the academic discipline “Foreign Language” from the others were selected in order to implement DMs.

The content aspect includes the patriotic information, received by students during the lesson and the use of interdisciplinary integration.

The communicative aspect is carried out since the language is used as a means of receiving and communicating information.

The organizational aspect involves coordinating educational activities and the possibility to choose methods and forms of work according to the lesson goals. Besides it directs and organizes students' activity.

The psychological and emotional aspect is manifested in creating a positive classroom atmosphere, while appealing to value consciousness of students who receive the information and form their attitude to it. The emotional reaction to the subject of discussion determines the axiological emphasis feature of the FL learning process.

All the aspects mentioned above should be considered in the process of PV formation by means of a FL. They are taken into account while preparing the DMs with a patriotic orientation, which are included in the course of the FL lessons. Consequently, as for the content, DMs include texts with valuable and patriotic approach, activate values at a cognitive level. The communicative aspect is manifested when students focus on patriotic issues, recognize their significance, facilitated by the analysis of patriotic oriented situations. The psychological and emotional aspect is reflected while employing the student's emotions and resolving value choice situations. Students' involvement in reflective assessment during the discussion favours the values formation and understanding their importance.

In addition, preparation of DMs should be based on the requirements formulated in the context of a personality-oriented approach [24, p. 35-36]. The educational material must meet the following criteria:

- to take into account, to structure and to enrich the students' subjective experience;
- to motivate students to personal development, self-expression in the course of education;
- to give students an opportunity to choose the tasks in order to work more effectively;
- to monitor not only the result, but also the learning process.

The theoretical material provided a basis for preparation the set of DMs and for conducting the experimental research. The purpose of the experiment was to prove the effectiveness of the DMs use for the students' PVs formation in the process of studying a FL. Experimental work was carried out during the ascertaining and formative stages of the experiment. Primary control diagnostics at the ascertaining stage in the control groups (CG) and experimental groups (EG) allowed to evaluate the set of patriotic oriented values according to the components of the PV (cognitive, emotional, motivational-active, reflective). According to the experimental data analysis and systematization, similar results were obtained in the CG and the EG.

At the formative stage of the experiment, the set of DMs was introduced in the process of EG's learning activities. The secondary control diagnostics results are compared with those of the ascertaining stage.

Concerning the cognitive component, more than 1/3 of the respondents (33%) have an average or low level; enough knowledge of the history of the Fatherland wasn't shown. This proportion increased almost 2 times in the EG (65.3%) after the experiment while in the CG the proportion remained at the same level (32% and 34% respectively).

As for the emotional perception of the PVs, the increased proportions in the EG should be noted (from 15.5% to 35.6%).

According to the results related to the patriotic motivations half of the respondents don't have a clear idea of their responsibility for the country's future. However, this proportion increased by 24.7% in the EG (from 43.8% to 68.5%).

Concerning the students' self-evaluation, it should be noted that 32% in the EG and 24.2% in the CG do not consider themselves to have the qualities of a patriot. After the experiment this proportion increased to 61% in the EG.

Thus, the experimental data revealed in the EG and CG the results similar for all PVs components. All the proportions increased in the EG when the set of DMs was used.

IV. Discussion

The theoretical material analysis allowed organizing DM into information blocks (IB) and including them in the course of lessons. Each IB has the same structure and is formed by a text with a set of tasks. The texts are about important events, traditions, heroic deeds of past years and contemporary ones and are printed materials or video recordings available on the Internet. Let us give an example of IB, including a part of the text "Victory Day" [25], and a set of tasks.

In order to prepare the set of tasks, we based on the researches, in which the stage of value analysis in the course of text work was introduced. The previous stages are: reading the text, analyzing the situation, developing the position, sharing ideas, group discussing [22, p. 9-10].

We consider that the text should have special tasks in order to organize the value formation process effectively. Experimental work has shown that exercises require analysis and interpretation of facts to become the students' PVs in the future.

It is important to do lexical and grammatical exercises before reading the text in order to avoid lexical errors, for example, to match words with their synonyms:

Match:

- | | | |
|--------------------|----|---|
| 1. mourning | a) | to destroy completely |
| 2. to commemorate | b) | usual, routine |
| 3. to roll through | c) | a person who sees an event, a crime or an accident |
| 4. ordinary | d) | to show sadness about something |
| 5. to exterminate | e) | to recall and show respect for someone or something |
| 6. witness | f) | to drive |

In order to activate the values at a cognitive level, lexical and grammatical exercises are done; students study the text, describe and analyze the situation, for example: "St George's ribbons are the most recognizable symbol of remembrance in Russia and are closely associated with Victory Day. What are the symbols of Victory Day in Russia? How do you celebrate Victory Day?"

Students express their own position in small groups, share ideas to identify the meaning of patriotic issues, for example: "Give arguments: Victory Day is a national holiday in Russia".

This type of exercise involves the receiving of information from the text and using it in a monological, dialogical (proving the opinion) or polylogical statement (comparing and discussing various issues).

In order to organize reflection and to encourage students to share their ideas, group discussions are led by a teacher, for example: "Express your opinion in 4-5 sentences. Give arguments: There is a tradition in Russia to

celebrate Victory Day with a Victory Day Parade". Besides, the texts and the exercises are personal-oriented and are important for students, require everyone's participation.

At the formative stage of the experiment, the tasks are intended to understand and compare the values, for example: "Give arguments. The past shouldn't be forgotten. What does Victory Day mean for you?" Consequently, the students' emotions are employed and they are involved in reflective assessment.

V. Conclusion

It was revealed that the PVs formation process is an important issue for the FL teaching. The academic discipline "Foreign language" has value-forming and patriotic resources.

The analysis of some practical aspects of the PVs formation while using DMs with valuable and patriotic approach is presented in the article. The experimental work proved that a set of DMs is an effective means of the PVs formation, including IBs with a set of tasks about significant for the country heroic deeds and major historical events.

Each IB has the same structure: the text and the set of tasks. First, students do exercises in order to avoid lexical and grammatical errors, and then they study the text and analyze the situation. Students activate the values at a cognitive level and develop their position during the group discussion. The tasks are intended to employ students' emotions and to understand and compare the values. Students' involvement in reflective assessment allows them to resolve value choice situations.

Besides, the tasks are based on the students' subjective experience and motivate them to express their opinion on the relevant to modern society issues. The materials can be used by teachers at the FL lessons, as well as by researchers of values formation.

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