

УДК811.355: 811. 111

SPIRITUAL AND MORAL UPBRINGING OF STUDENTS IN FOREIGN LANGUAGE LEARNING

Y. G. Akulenko

Some aspects of forming spiritual and moral qualities of students in the process of foreign language learning are considered in this article. It is shown that due to the specific character of a foreign language as a depository of the ethnical culture its communicative orientation the process of language learning possesses a unique pedagogical potential of the spiritual and moral upbringing of young people. Some language learning techniques developing creativity of students are described.

Keywords: *self-development, spiritual, critical thinking, foreign language, learning process, tolerance, self-esteem, cognitive, project-based, technique, ethnical culture, upbringing.*

Recent tendency in education has shifted the emphasis from the teacher to the learner, and with this fact the realization has come that each learner is an individual with distinct needs, learning styles, mental schemes and personal attitudes. With the individual, his aims, motives, inclinations and abilities in the focus, the main problem of learning is not only in the amount of information to be mastered and the number of skills to be acquired but in such organization of learning and application of this knowledge that would favour the personal development of the individual himself, contribute to his self-development and spiritual formation.

This is a pressing problem for the higher school learning process as it is during this period that the individual acquires his distinct and unique cognitive and personality traits, his personal identity. But until recently the learning process at higher school seemed to aim at performing narrower professional tasks which only partly solve the problem of the spiritual development. As a result young specialists were, as a rule, unable to be harmoniously integrated with their profession and the society as a whole.

Now that the mentality of the society and the individual has changed, as well as the value orientation of the young generation, the spiritual and moral upbringing of students has become the most important aspect of socializing the individual in the conditions of the fast development of the society, the factor of its gradual involvement in various spheres of social activities and social life [1].

It is obvious that in order to become competent participants of the world-wide cultural process contemporary students are to assimilate the spiritual and moral values accumulated by the mankind for centuries. Entering the cultural space common to all mankind both the individual and the whole people must possess different means of international communication. From this point of view the knowledge of at least one foreign language plays a significant role [2].

The language is a depository of the ethnical culture. The whole cognitive experience of people, their moral and ethical, social and cultural, artistic and aesthetic educative ideas are imprinted in it. The process of learning a foreign language possesses a unique pedagogical potential of spiritual and moral upbringing of the young generation.

Therefore it seems reasonable to say that it is at foreign language lessons where the upbringing of spirituality takes place. This is so because, according to Passov E.I., one of the aims in learning a foreign language includes not only acquiring pragmatic knowledge, habits and skills, but education as well. In this case the spiritual values assimilated by the individual in his activities, the space where the process of socializing the individual takes place are regarded as the culture which is the content of education [7].

The problem of the spiritual development has been considered in a great number of publications by different authors such as Vlasova T.I., Burbulis G.E., Krymsky S.B., Nikitin A.F. and others. In numerous studies the potential of foreign languages in the learning process in a higher school is regarded as a means of building up the communicative competence of the individual (Passov E.I., Tsetlin V.S., Scherba I.V. and others). But the problem of the pedagogical potential of foreign languages in the development of the spiritual culture of students does not seem to be well investigated.

The aim of this article is to describe the potential of language learning for spiritual and cultural upbringing of students and to show some techniques used for it.

The moral upbringing of students has become especially important now that the deficiency of moral value and disregard of moral regulations are no longer rare phenomena. Under the circumstances of the crisis of moral values in the present civilization, of the cruelty and deficiency of spirituality in human relations the return to moral standards and rules which have regulated human behaviour for many centuries is becoming more and more urgent.

Spiritual and moral upbringing is based upon the humanistic world outlook incorporating all the uppermost values of mankind. The most significant ideal bases to which students should aspire are:

- humanism based on the respect, kindness and benevolence for others;
 - responsibility as the moral readiness to be answerable for own thoughts and actions;
 - duty as the realization of your obligations to the state, the society and people;
 - conscience as a regulative basis of human activities;
 - self-respect (dignity) as the moral self-assertion based on the emotional and reflexive directive for self-respect and respect for others;
 - feeling of civic consciousness as the feeling of being part of your Motherland.
- These important points born in mind, students will be able to comprehend and assimilate such collective and figurative conceptions as:
- the culture of feelings – the ability for and the aspiration to self-displaying;
 - the ability for moral effort as a base for self-appraisal, self-determination and self-improvement;
 - the feeling of empathy as the ability of “feeling” another person;
 - tolerance as the indulgence of different trends of thought or religion based on the ability for empathy.

It is assumed that the main figure in modern education is the student as the focus of learning, who is being brought up to become a humane personality. Humanizing the process of learning presupposes that every participant of this process should get certain knowledge of the history of human society and his own people, should get acquainted with moral and aesthetic values having much effect on the formation of the student personality as a whole.

Language learning is not simply a matter of acquiring a system of linguistic formulas. A foreign language is a form of communication among individuals in a specific social context and environment. Even more – it is a way of thinking and processing information. It is a symbol of culture and personal identity. Language learning is aimed at developing individuals who are able to participate in intercultural communication in a foreign language and are ready for self-perfection in a foreign language speech activity. This aim can be regarded as a unity of four interrelated components: educative, developing, upbringing and practical. The upbringing component of the aim consists in:

- calling forth students' interest in the culture and people of other countries;
- developing the culture of communication;
- maintaining the interest in studies and cognitive activity;
- developing the need of using the language in different spheres of activities.

The upbringing component is one of the main aspects of language learning. Knowledge itself does not enrich a person too much, because it is the practical effect of learning that really matters. What is recognized is the importance of how this knowledge contributes to the formation of a personality.

Three important aspects of a foreign language lesson must be considered regarding this upbringing potential: the content of the materials used, the teaching methodology and the personality of a language teacher and his behaviour.

It does not seem that there exist any problems that cannot be an object of discussion at a foreign lesson. These are mostly problems that make it possible to develop skills of critical thinking, to confront learners' opinions with the standards of social morality. The discussion of such problems as tolerance in a family and society, charity, the generation gap, the unemployment, careerism and others helps the teacher to make an effect on the outlook and moral shape of his learners because apart from the sphere of concrete linguistic and extralinguistic competence a foreign language as a subject touches upon the problem of a student's attitude and behaviour in this or that life situation [5].

In studying the learning materials students are able to get to know other people, to assimilate other ways of thinking and additional means of communication. A foreign language as a subject has a peculiarity:

learners are taught to communicate, but any communication correlates with a personality. Learners do not only speak about something, they express their meaning, their attitude to the subject of communication. This focusing on a personality is the canal for the upbringing effect.

It must be reasonable to use factual historical materials showing social life in its variety. Besides the fact that students learn about historical events and national heroes of their own country and the country whose language they study, it results in the formation of civic consciousness, the historical memory in particular.

The factual historical materials as the content of the course of a foreign language learning is to contribute to the formation of the value attitude to the society and to the man as the phenomenon of the world. The factual historical material used in learning a foreign language is the condition of the culturological provision of the language lesson. The common historical past, the historical memory and traditions, common ideals and moral values are the factors which make it possible to carry on a dialogue of different cultures, to preserve their unique character.

The moral upbringing at the language lesson can become more effective if texts from works of fiction created by different cultures are used. This will help to develop a tolerant, positive and respectful attitude to the culture of other countries, at the same time developing the respect for own culture.

The teaching methodology and techniques which contribute to the spiritual and moral development of learners at foreign language lessons include collective forms of cooperation, such as work in groups or in pairs. It is in groups and in pairs where various problems can be discussed, and it is in the cooperation with other people that certain points of view are made up. Then the decisions taken in the course of the discussion of a problem are presented to the whole group. Students can either agree with them or suggest other decisions having justified their choice.

A role play is another form of cooperative work but in this case each participant bears personal responsibility for the decision taken. Now the students are not simply passive participants of the learning process, they are expected to show their creativity, the ability for expressing and defending their own opinions being tolerant to the different points of view.

The project-based technique, another form of cooperative work at a language lesson, suggests a high level of individual and collective responsibility for the fulfillment of each task. This technique is one of the forms of organizing the cognitive activity in which learners take an active subjective position. In selecting the theme of the project the teacher is guided by the interests and needs of students, their potentialities and the practical importance of the result of the future work. The fulfilled project can be presented differently: an article, a recommendation, an album, etc. The presentation of the project can also be different: a conference, a contest, a performance. The main result of such cooperative work is the actualization of old knowledge, the acquisition of new knowledge, new skills and their creative use in new conditions. The project based technique requires considerable independent research on the part of the students making it possible for them to realize their creativity, to increase their self-esteem and develop active critical thinking. Making common cause they have to estimate their partners' points of view and to seek for solutions which would suit the whole team. This experience will be of much help to them in their future socialization in their profession and society.

This pedagogical technique enables teachers to develop in their students such values common to mankind as polite and tolerant attitude to different culture and deeper understanding of their own culture. The acquaintance with different culture is made by means of comparing and estimating new facts and conceptions with what they already know about their country and themselves. Comparing foreigners of the same age and themselves students single out the common and the specific, what would help to the development of mutual understanding and benevolent attitude to a foreign country, foreigners and their traditions. Thus, good grounds for highly intellectual and social and cultural development of students are created.

Language teachers are in constant search for methodology and techniques which would ensure penetrating morals, moral values into the learning process and would contribute to their practical assimilation and improvement of students' moral shape. Based on personal and humane approach the process of foreign language learning may be regarded as a powerful means of the personal development of learners.

Література

1. Аверкиєва , Г.В. Проблема формування ціннісних орієнтацій сучасних школярів . Дитина і сучасний світ . - Архангельськ , 2001 . С. 55-60 .
2. Агапов , В.С. Концепція духовно-морального виховання учнівської молоді А.С.Метелягіна , [1950 - 2001 рр. . : Батьківщин . вчений- педагог] // Проблеми формування та розвитку особистості в психології та педагогіці . - М. , 2001 . - С. 31-35 .
3. Арапова , Е.М. Моральне виховання на уроках іноземної мови / фестиваль педагогічних ідей «Відкритий урок». - Москва , 2009 .
4. Власова , Т.І. , Духовно орієнтована парадигма виховання у вітчизняній педагогіці //Педагогіка - 2006 . - № 10 - з 36-42 .
5. Макаренко , А. С. Лекції про виховання дітей Избр. Пед. Соч. - М . , 1977.-Т. 2
6. Миролубов А.А.Культуроведческая спрямованість у навчанні іноземних мов . / І.Я. в школі. - 2000 . - № 3 с.38 - 43
7. Пассов Є.І. Урок іноземної мови / Настільна книга викладача іноземної мови / М . - Глоса - прес Фенікс- 2010 . - 640с .

ДУХОВНО-ПРАВСТВЕННОЕ ВОСПИТАНИЕ СТУДЕНТОВ ПРИ ИЗУЧЕНИИ ИНОСТРАННОГО ЯЗЫКА

Я. Г. Акуленко

В статье рассматриваются некоторые аспекты формирования духовно-нравственных качеств студентов при изучении иностранных языков. Показано, что благодаря специфике иностранного языка, как хранилища культуры этноса, его коммуникативной направленности процесс обучения иностранному языку содержит уникальный педагогический потенциал духовно-нравственного воспитания молодежи. Представлены некоторые технологии обучения иностранному языку, способствующие творческому развитию личности студента.

Ключевые слова: саморазвитие, духовность, критическое мышление, иностранный язык, учебный процесс, толерантность, чувство собственного достоинства, познавательный, метод проекта, техника, этническая культура, воспитание.

ДУХОВНО-МОРАЛЬНЕ ВИХОВАННЯ СТУДЕНТІВ ПРИ ВИВЧЕННІ ІНОЗЕМНОЇ МОВИ

Я. Г. Акуленко

У статті розглядаються деякі аспекти формування духовно-моральних якостей студентів при вивченні іноземних мов. Показано, що завдяки специфіці іноземної мови, як сховища культури етносу, її комунікативної спрямованості процес навчання іноземної мови містить унікальний педагогічний потенціал духовно-морального виховання молоді. Представлені деякі технології навчання іноземної мови, що сприяють творчому розвитку особистості студента.

Ключові слова: саморозвиток, духовність, критичне мислення, іноземна мова, навчальний процес, толерантність, почуття власної гідності, пізнавальний, метод проекту, техніка, етнічна культура, виховання.

Акуленко Яніна Георгіївна – магістр, викладач кафедри англійської мови східноукраїнського національного університету імені Володимира Даля, (м. Луганськ, Україна) - yanuta7@yandex.ru

Akulenko Yanina G. - MA, the teacher of The English language department of Volodymyr Dahl East Ukrainian National University (Lugansk, Ukraine) - yanuta7@yandex.ru

Рецензент – кандидат педагогічних наук, доцент Е.Г. Міквабія

Reviewer - Candidate of Sciences, Associate Professor E.G Mikvabiya

УДК81'.355:811.111

TEACHING STRATEGIES IN MIXED ABILITY GROUPS

I. D. Garus

The article summarises the teaching strategies in mixed ability groups. Mixed ability groups as used in ELT usually refers to the differences that exist in a group in terms of different levels of language proficiency. The differences which cause problems in heterogeneous classes (language learning ability, learning experience, mother tongue, cultural background, preferred learning style, motivation) are discussed. It is of vital importance to find activities that involve all the students without some getting bored and others being confused and discouraged into the process of learning. Thus, teachers need to have a range of strategies for managing mixed ability classes.

Key words: *mixed ability groups, heterogeneous classes, motivation, cultural background, linguistic and non-linguistic strengths, scientific intelligence.*

Many teachers are extremely worried about the fact that they have students in their classes who are at different levels of proficiency. Indeed, mixed-ability classes are a major preoccupation for most of us because they appear to make planning - and the execution of plans in lessons - extremely