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MORAL UPBRINGING OF STUDENTS WHILE
STUDYING A FOREIGN LANGUAGE

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The article deals with the concepts of «morality», «morality of a specialist», «moral upbringing». The importance of moral upbringing of students of higher education institutions while studying a foreign language has been substantiated. The role of a foreign language in students' moral qualities development is determined. The main characteristics of the level of moral upbringing of future specialists are revealed. Indicators of the level of students' moral consciousness, moral behavior and moral feelings have been defined.

Key words: morality of a specialist, moral upbringing, indicators, foreign language.

НРАВСТВЕННОЕ ВОСПИТАНИЕ СТУДЕНТОВ ПРИ ИЗУ-
ЧЕНИИ ИНОСТРАННОГО ЯЗЫКА

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В статье рассмотрены понятия «нравственность», «нравственность специалиста», «нравственное воспитание». Обоснована значимость нравственного воспитания студентов учреждения высшего образования при изучении иностранного языка. Определена роль иностранного языка в развитии нравственных качеств студентов. Раскрыты основные характеристики уровня нравственной воспитанности будущих специалистов. Установлены показатели уровня развития нравственного сознания, нравственного поведения и нравственных чувств студентов.

Ключевые слова: нравственность специалиста, нравственное воспитание, индикаторы, иностранный язык.

Morality is a set of personal or social standards for good or bad behaviour and character or the quality of being right, honest, or acceptable. [2] Moral upbringing is a part of the integral process of personality development and is carried out in everyday experience. Moral upbringing plays an essential role in the harmonious development of the young generation. Moral upbringing is meant to instil ethical values in the coming generation, informing their conduct with a sense of social responsibility, and to provide guidance in real-life and professional situations.

The morality of a specialist is a characteristic that reflects personal spiritual and mental qualities that are manifested in the process of carrying out professional activities and determine the essence of this activity itself, as well as influencing its results. [1]

Moral qualities of students are determined by the inner need of the individual to fulfil moral requirements and motivate social and professional activities. They encourage the student to take systematic actions in accordance with their moral attitudes and the moral requirements of society.

The result of the moral upbringing of future specialists while studying a foreign language is the level of moral consciousness development, moral behaviour and moral feelings.

The moral consciousness of students is a complex system, thanks to which certain rules of conduct are established between participants of the educational process while studying a foreign language. Important indicators of the level of a student's moral consciousness development are: the ability to see, isolate and accept the moral side of reality; understanding of moral motives and results of actions; the ability to foresee the moral consequences of their actions

(speech and non-speech) for other participants in communication processes; acceptance of moral norms and values;

The presence of moral needs to form the basis of foreign language communication is also one of the important indicators of the level of a student's moral consciousness development. These moral needs include the need to treat communication partners as similar to oneself; the need to see in another person a person endowed with feelings, mind, will, etc.; the need to organize one's own communicative behaviour as a component of the national culture, conditioned by the national mentality, fixed in the national communicative norms and rules and materially manifested in the national and cultural communicative rituals. This is the behaviour (verbal and non-verbal) of a student or a group of students in the process of communication, regulated by the norms and traditions of communication of a given society. Verbal communicative behaviour is a set of norms and traditions of communication associated with speech design, topics and features of the organization of communication in certain communicative conditions. Non-verbal communicative behaviour is considered as a set of norms and traditions that regulate the requirements for non-verbal signals used in the communication process (gestures, facial expressions, postures, movement, physical contact during communication, distance signals, choice of the place of communication, etc.), norms and traditions of using involuntarily expressed symptoms of states and attitudes towards the interlocutor, as well as a set of communicatively significant social symbols of a given society.

Indicators of moral behaviour are actions in a situation of choice, when a student independently makes a decision and acts, keeping to a norm known to him (or in spite of it). In various communicative situations students model and test the skills and abilities of moral behaviour that they can transfer to professional activity. At the same time, it is necessary for the

students to follow a number of requirements: recognition of the individuality, originality, intrinsic value of each participant in communication process; constant coordination of the experience of students' moral behaviour with the scientific content of professional tasks; providing an opportunity to choose a strategy of behaviour; providing an opportunity for the students to correlate their opinion with the opinion of other communicants.

When studying a foreign language, a vivid manifestation of the communicator's moral behavior is his speech act. A speech act is a deliberately created statement that reflects the moral position of the communicator (an element of moral activity), the purpose of which is to influence the partner in a communicative situation (to influence his opinion, his attitude to something, to someone, to his decision-making and etc.)

Moral consciousness and moral behavior cause moral experiences of communication participants. The nature of the experience indicates how they understand the circumstances affecting them. The interaction between communication partners evokes a number of deep moral feelings that experience a particular attitude towards established norms of behaviour or moral principles and rules.

Moral feelings, as the unity of the rational and the emotional, are formed under the influence of the social environment of the communicators and regulate social and communicative relations between them based on their assessment and awareness of moral values. They have a wide range of forms of expression and participate in all moral reactions and manifestations of personality, and also orient the student towards an intuitive choice of moral values, norms, rules, motivation of actions and behaviour.

Moral feelings are positive when the actions caused by them are in accordance with the requirements of the students' groups and receive their approving assessment. These include feelings

of goodwill, sympathy, friendship, a sense of justice, duty, discipline, patriotism, etc.

The communicator, whose actions contradict the interests of the student's groups, expresses such negative feelings as selfishness, hostility, envy, malevolence, ill will, etc. When a person realizes the unworthiness of his behaviour, he has such moral feelings as regret about the perfect act, feelings of shame, remorse, etc.

The moral upbringing of students while studying a foreign language is maximally addressed to the individual experience of students, their attitudes towards mastering foreign language knowledge and skills, self-organization, self-determination, self-development and the formation of the moral foundation of the individual.

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ИСЛАМХАН К. Г. КАЗАХСКИЙ ФОЛЬКЛОР И МАСТЕРА ЕГО ПЕРЕВОДА

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В статье раскрывается тема казахского народного фольклора и его перевода. Отмечено, что качество перевода напрямую связано с профессиональной компетентностью переводчика. Основным требованием к переводчику является