

Moral Self-Awareness of Students of Higher Educational Institutions (General Characteristics and Features of Formation)

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Abstract

The article deals with the concept of “moral self-awareness of the individual.” The age characteristics of students in the context of their moral identity are outlined. The author characterizes features of teacher training to the formation of moral consciousness of pupils.

Keywords: student, teacher, moral consciousness, moral self-awareness, methods of education.

Setting and substantiation urgency of the problem. The radical changes, taking place in all spheres of Ukrainian society, help to find ways to contribute to securing value priorities, away from lack of spirituality and meaninglessness of human existence. Contemporary stage of reforming the national education system is characterized by the growing role of moral education of young people that actualizes the problem of optimizing the teaching methods of regulation morale and behavior of the individual. Of particular significance regarding these issues are students of higher educational institutions, the future professional activity is directly related to the moral education of students. It should be noted that a student identity clearly aware of their qualities and opportunities, there is a need to report on their actions, the idea of their place in life, awareness of themselves as individuals. Related to this is of great interest to students of moral issues - happiness and duty, personal and social relationships between people, love and friendship. In this sense we can speak of making moral self-awareness [2, p. 75-76].

This is what makes the relevant requirements of higher educational institutions, which should be directed not only to quality professional training future teachers, but also on the formation of students' moral self-awareness.

Current requirements for the education of students in *the Law of Ukraine “On Higher Education”*, the Law of Ukraine "On Education", "National Doctrine of Education Development in Ukraine in the XXI century", State National Programme 'Education' ('Ukraine of the XXI Century'), "Concept Art and Aesthetic Education", "National Program of Education of children and Youth in Ukraine" steer the educational process of higher

educational institutions in the actualization of human, national, spiritual, cultural and ethical values through the transfer of relevant experiences to new generations.

Hence, the importance of acquiring theoretical study of the formation of individual moral consciousness that take significant attention to: I. Behan, D. Baldwin, L. Kolberg, P. Masen, Piaget, E. Spranger, A. Leontiev, S. Rubinstein, L. Bozovic, Alexander Asmolov, K. Abulkhanova-Slavskay, I. Cohn, G. Kostyuk, P. Chamat, M. Boryshevskiy, T. Titarenko, A. Bandura, N. Chepeleva etc.).

The wording of Article purposes. The purpose of the article – to analyze the concept of "moral self-identity" and reveal the features of formation moral self-awareness in students. **The main material research.** One of the pressing problems of the theory and practice of education is becoming a growing problem of moral personality. In particular, based on the moral development of the individual is a unique entity that is called moral self-awareness, because, according to philosophers, morality does not exist outside the mind.

According to Vladimir Malakhov, the function of self-awareness is that it allows people to distance themselves from imaginary reality and through it the ideal display to learn, predict and control the processes that occur in it. The man also becomes an object of self-awareness and for himself. This demonstrates that the work is self-awareness for himself, for his own self-awareness [5, p. 221].

Analysis of modern psychological sources showed the existence of different approaches to the definition of "moral self-awareness". However, in psychological science is no clear definition and a common understanding of the concept of "self-awareness". One example of this – the variety of interpretations of the structure and identity of the associated characteristics, such as "I", "I – the image" "I – the ideal" and so on.

With this in mind, we analyzed the psychological and pedagogical literature and found that, according to theoretical propositions I. Chesnokov, a means of self-awareness is method of the subject's self-regulation [9].

Accordingly, the moral self-awareness is a basic property of mind that allows a person to examine and evaluate ourselves as a moral personality. M. Boryshevskiy also notes that the level of development and maturity of moral consciousness of man depends on the content of her lessons of moral knowledge. Scientists emphasize that the moral maturity of

the individual depends on the nature and direction of the moral beliefs, convictions, ideals and philosophy in general [3].

Self-awareness can be described as a value which is inseparable entity of three components: cognitive (self-knowledge), emotional (in relation to itself) and regulatory. The leading function of self-awareness, according to B. Ananiev, a person's behavior is self-regulation: "... the person in their behavior can afford as much as he knows himself."

This formula largely determines the sufficiency of the individual, the degree of self-confidence, independence from others, and freedom of behavior and awareness of the limits of freedom [1, p. 175].

According to another scientist I. Cohn individual moral self is formed through deeds that he performs in the resolution of conflicts, while making their own moral choices.

However, the scientist notes that indicators of cognitive component of moral self-awareness and serve as degree of generality of moral reasoning [4]. These moral judgments and future teacher receives while studying at university.

The solution of this problem is considered by Ukrainian teacher M. Fitsula, in his view, the concept of "moral self-awareness" as an expression of the ideal of good, which focuses on people. It may be social and individual. Its correlation with reality – says the scientist – is mediated, namely by moral precepts and assessment of people [2, p. 272].

Accordingly moral self-awareness can be seen as the formation of individual self-awareness that is relatively independent sphere of moral consciousness, which recorded of himself as the subject of morality.

Based on the above mentioned, we can conclude that the moral self-awareness of the individual student is defined as a party of social self-awareness and its subjective ideal form that reflects the real attitude as ideas, concepts and moral side regulates its activity. We can note that the moral self-awareness of the individual belongs to the moral self-awareness is its specific form, the subject of which – itself and people like its carrier.

So, the moral self-awareness of the teacher – awareness of themselves as individuals and their role and importance in the field of education, social, spiritual and moral activities and relationships of people.

Value of self-awareness – spiritual, moral teacher growth as a person, which characterize the structure, levels and forms. The structural elements of the moral self-

awareness of the teacher include: I – the moral awareness, thinking and memory (motor, sensory, long-term, short-term, verbal-logical, emotional and imaginative).

In general, when it comes to the genesis of moral self-awareness, the research results suggest American psychologist L. Kohlberg based on the ideas of Jean Piaget [6]. The essence of this research is to singling out three main levels of moral self-awareness of the individual: pre-moral level when a person guided by their selfish motives, the level of conventional morality, characterized by focus on externally set standards and requirements; level autonomous morality, which is characterized by a steady focus on the internal system of principles. According to J. Behan, these levels of moral consciousness coincide with the typology of fear, shame and conscience [2, c. 187].

Research scientists the problem of formation moral self-awareness show that the process is not linear, it is set against the backdrop of numerous contradictions. Analysis of the mechanism of assigning moral standards is possible only if the analysis of the genesis of the moral position of the individual.

Accordingly, only the dynamic process of formation and development of structures of moral consciousness and self-awareness can identify the factors that contribute to the genesis of moral development.

It is a logical extension of these statements is to prepare teachers to formation of moral self-awareness in the students of secondary schools. In particular, when planning their work with students, the teacher in the classroom must create appropriate educational environment that would encourage boys and girls understanding of moral concepts and values.

The educational environment can be described as a set of surrounding conditions that influence the moral development of pupils and facilitate their entry into society and culture.

A special role in creating an educational environment in educational institutions is owned by the class teacher. As the organizer of educational process at school he intended to unite the student staff and coordinate educational efforts for the formation of moral self-awareness of pupils. Therefore, it should be noted that the identity of the class teacher, his style of communication with students is one of the main factors creating a favorable emotional background among students. The educational potential of educational activities, the effectiveness of its influence on the formation of moral consciousness of pupils

substantially depends on the class teacher's ability to establish, in collaboration with students the frank and comfortable relationship. To create this kind of relationship communication teacher must meet three requirements: experience and behavior congruence, unconditional positive attitude towards pupils and empathy.

One of the effective formation of moral consciousness is creating personality oriented moral situations solving which updates the qualities to take responsibility in solving the problems translate a conflict in dialogue, to be able to listen to the opinion of others, to feel emotional companion. To create the moral situations provided to uncover the methods of instruction, advancing trust, positive reinforcement, teaching suggestion.

The study and analysis of contemporary educational practice show that the most common in shaping the moral self-awareness of students are methods of verbal influence: information, persuasion, suggestion.

Students are not preaching certain moral values, ideals, because values are not preached, they grow up with specific life conditions. According to L. Kolberh, individuals move from one stage of moral development to another, colliding with the views that contradict their position and urge them to find more sophisticated arguments [10]. And nowadays there are some new approaches to these problems, for example an article by L.Pet'ko [11].

If a person regularly demonstrates moral judgments that slightly exceed its stage of moral development, it gradually confirms in their justice, leading them to a higher level of moral reasoning. This method is similar to the dialectical method of training proposed by Socrates. Discussions on moral themes in common is a form of reflection, during which moral knowledge is coordinated guidance and are protected by examples and arguments expanded by logical conclusions. This is to attract young people to a dialogue in which everyone is committed and ready to learn from the experience of others and on their own.

In educational work with students we followed standard in pedagogy provisions that important moral qualities of personality becomes active in the subject-operative activities.

Cooperative activities students can be implemented through the various actions and projects. Note that the active participation of students in various projects creates space for their personal initiative, creativity, grinding moral qualities. In addition, work on projects intensively manifested effect on group identity: there is a mechanism of an emotional

infection, identification of responsibility for a group, for themselves, for the cause, boys and girls feel the subjects of social action.

The projects implemented academic, social and creative abilities of students. Work on the project is preceded by "auctions creative ideas." In particular, the auction creative ideas include preliminary training, in which students are introduced to some problem, discuss it, look for solutions to their "creative ideas") and arguments in their favor, work out necessary literature and more. During the "Auction" every student presents his "creative idea" proves its feasibility. "Auction" lasts until exhausted all the "creative ideas".

The best sold at auction are those "creative ideas" for which the majority voted for auction participants. Accepted ideas are so motivational basis of further practical work of young people, aimed at solving specific problems.

Conclusions. Thus, the moral self-awareness of the teacher - awareness of themselves as individuals and their role and importance in the field of education, social, spiritual and moral activities and relationships of people also form humanistic orientation behavior of students in society and contribute to their self-expression in a society and culture

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