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Рецензенти:

Дмитренко В.І. – доктор філологічних наук, професор кафедри української та світової літератур Криворізького державного педагогічного університету.

Перова С.В. – доцент, кандидат педагогічних наук, завідувач кафедри теорії та практики перекладу ДЗ «Луганський національний університет імені Тараса Шевченка».

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purpose of formation of socio-cultural competence of students of higher establishments.

Key words: Information and communication technologies, e- learning, socio-cultural competence.

INCORPORATING THE VALUES CRARIFICATION APPROACH INTO FOREIGN LANGUAGE CLASSROOM

Fedicheva N.V.,
Luhansk Taras Shevchenko National University
Shopin Pavlo,
University of Cambridge

We live in a world full of confusion and conflict. It is impacted by new challenges and pressures. In this world, every one of us meets life situations which require thought, decision-making, opinion-making, and action. Every day we face problems and have to make choices about how to act, to behave, to respond. Students, no less than adults, are being asked and are asking themselves important personal, social, and political questions that will lead them to decisions and action. Everything we do, every course of action we take and every decision we make, is based on our values.

Values relate to the norms of a culture, but they are more global and abstract than norms. Norms provide rules for behavior in specific situations, while values identify what should be judged as good or evil. While norms are standards, patterns, rules, and guides of expected behavior (something we can regard as right or wrong), values are abstract concepts of what is important and good. Flying the national flag on a holiday or bringing the flag to a political

meeting is a norm which reflects the value of patriotism. Wearing dark clothing and appearing solemn are normative behaviors to show respect at a funeral. Different cultures promote and reflect values differently.

Values are deeply entrenched in our lives. As we grow and learn, we have life experiences that produce general guides to behavior. These guides can give direction in life and may be called values. Our values show what we want to do with our lives. A value is established by a person's own behavior and has a lot to do with their opinions. Developing values is an individual lifelong process that we, as educators, should also support in the classroom. Schools and universities should take the development of individual values as seriously as the syllabus. We know many educators in Ukraine who agree that values clarification should be incorporated into teaching process. We believe that the subject Foreign Language can make a considerable contribution to teaching values to Ukrainian schools and universities. The communicative component of the subject, its orientation to study and compare different ways of life and values of other people gives much opportunity for teachers to inspire young people to think of their own values. Language has so much potential that there is no doubt about its possible impact on the development of moral, human, family, and other types of values.

Many scholars have studied the problem of formation and development of the students' values. In the context of the value clarification approach, Sidney Simon, Leland Howe, and Howard Kirschenbaum have presented the most comprehensive analysis of this approach in their book "*Values Clarification*", first published in 1972. Alice Omaggio Hadley reviews the values clarification approach in her insightful work on foreign language teaching "*Teaching Language in Context?*. Patricia Richard-Amato

likewise considers values clarification in "*Making It Happen: From Interactive to Participatory Language Teachin"*. Most recently, Kirk Hanson and Steve Johnson, both executives at Santa Clara University Ethics Center, discussed practical ways of how values can be taught at school in their 2015 talk, posted at the webpage of the center. In her 2001 book "*Living Values Activities for Young Adults"*, Diane Tillman develops a variety of experiential activities for teachers to help them teach their students critical social values, such as freedom, cooperation, honesty, love, etc. A careful look at the scholarship on this subject reveals that values clarification is primarily aimed at foregrounding values and making people conscious of them. Both theory and practice, in the framework of value clarification, are developed to make people aware of what guides their behavior.

The objective of the article is threefold, aiming to advocate the values-clarification approach, substantiate the potential of language in the application of this approach, and explore strategies which can help develop values in school and university students.

Educators often pose to themselves the following questions. How can young people learn how to live in such confusing and conflicting times? Who can help them to develop their own set of values and clarify what their lives are for and what is worth working for? Who can help them to find values that lead their lives in positive ways, justifying who they are and what they do? Who can encourage students to define their own values and to understand other people's values?

In 2016, we carried out a survey of 70 Ukrainian students (27 male and 43 female, ranging in age from 18 to 23). The survey posed questions about students' understanding of values and how they make their own

choices and evaluate the consequences of their actions. One of our aims was to clarify typical areas where they may experience confusion in values. Students reported that they are not always clear about their own values, and that today, to their mind, they are confronted by many more choices and alternatives than their parents and grandparents. They also noted that they often make important choices on the basis of peer pressure or the power of propaganda and that is why they want instructors to help them build their own set of values. The areas where they experience confusion in values are the following: war and peace, politics, work, education, family, friends, social networks, material possessions, money management, personal tastes (clothes, hair styles, etc), good and bad habits, personal fears, culture (art, music, literature), subcultures (hippies, Goths, fans of hip hop or heavy metal, and bikers), personal importance, interpersonal communication, and personal well-being.

Teachers who attempt to help their students develop values use different approaches. One of these approaches is a moralizing mode of value transmission, or a direct inculcation of the values upon others. This mode can easily become a kind of indoctrination. It gives students little opportunity to weigh different values.

There is also a laissez-faire mode of value transmission. Teachers are supposed not to guide students, on the assumption that no one set of values is right for everyone and students should be left to themselves to forge their own values. But the problem here is that young people, left on their own, very often experience a great deal of confusion.

Another approach teaches values through examining personal actions of self and others. The basis of this approach is that students develop values by thinking about a series of difficult choices to be made between two courses

of action in which there are no right and good actions to take.

At the heart of another approach is probing the reasons for students' feelings and decisions. The student is confronted with an open-ended situation and is asked to set priorities, choose from among alternatives, and examine choices.

Problem related approach allows the student to examine questions of right and wrong as well as values in the past, in other cultures, in hypothetical and fictional settings.

The most appropriate and applicable approach, to our mind, is the values clarification approach. It is based on the method formulated by Louis Raths, who in turn built it upon the thinking of John Dewey. In this approach, university instructors and school teachers are concerned with the process of valuing and focus on how their students come to hold certain beliefs and establish certain behavior patterns. To that end, teachers use materials and strategies which encourage students to look at alternative modes of thinking and acting. Students explore their values and attitudes towards a topic, and in so doing discover the positive and negative aspects of their own value systems as well as learn about the values of others. Students also learn to weigh the consequences of the various alternatives. The goal of the values clarification approach is to help students utilize the process of valuing in their lives and to apply these valuing processes to already formed beliefs and behavior patterns.

Values clarification strategies are communicative activities in cooperative learning and communicative language teaching. There is no right way to use the strategies. Teachers can change, adapt them, use them in the way that is most appropriate for students, think of their own examples and design their own strategies. It is very

important that the teacher establishes rapport with the students and encourages in the classroom an atmosphere of openness, honesty, and respect.

Below are examples of strategies. In the *Personal Coat of Arms* strategy, the teacher gives the students a facsimile of the coat of arms which is divided into six sections. The students are to answer the question by writing or drawing a picture or symbol in the appropriate area of the facsimile. Values questions can be the following:

1. What is your greatest personal achievement? 2. What is your greatest personal failure? 3. What are some things you really believe in? 4. What would you do if you had one year to live and were guaranteed success in whatever you attempted? 5. What is something about which you would never change your position? 6. What could be your personal motto that you live by?

A Moral Dilemma a situation where students are presented with two or more actions, all of which they have the ability to take. There are reasons for students to choose each of the actions, but they have to choose only one action.

A strategy called *Life Inventory* asks the student to look at some of the major themes and events of her life. The teacher forms students into groups of three or four. One person becomes the focus person and she gives responses to questions which other members ask. Then the focus rotates. Here are some examples of the life-inventory questions: 1. Was there an event in which you demonstrated great courage? 2. What is one thing you would like to stop doing? 3. What are some values you are struggling to establish? 4. What was one missed opportunity in your life?

A strategy called *T-shirt Slogans* suggests students to design their own motivational T-shirt slogans which reflect their own values and share the slogans with their friend. Students can be given examples of such slogans.

A strategy called *Taking a Stand* provides students with an opportunity to take a stand that they identify with. It can lead to a substantive discussion on that issue. The teacher or the students select an issue – something that people have strong feelings about. Then each student creates a poster/slogan in reaction to that issue. After that students hold a demonstration by walking around the room carrying their posters/slogans. Then, the posters/slogans are taped to the wall in the classroom and a discussion of the issue follows. This activity may encourage students to write a letter to members of the parliament or even to a prime-minister expressing their stand on the issue and the reasons behind the stand.

Thus, we have looked at the importance of exposing students to practical experiences which make them aware of their own feelings, beliefs, and values – so that the choices and decisions they make are conscious, deliberate and based on their own value systems. We also looked at different approaches that teachers can use to develop values. We tried to advocate the values clarification approach which helps students reflect on different values and on the practical implications of expressing them in relation to themselves, others, the community, and the world at large. This approach can empower students to choose their own moral, human, sociocultural, and personal values. We delineated the potential of the subject Foreign Language in the application of this approach and looked at some strategies which can help clarify and develop values in school and university students.

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Федічева Н.В., Шопін Павло. Роз'яснення цінностей на заняттях з іноземної мови

Тези присвячені проблемі формування цінностей студентів університету на заняттях з англійської мови. Розглядається важливість залучення студентів до практичного досвіду, який допомагає їм усвідомлювати свої власні почуття, переконання і цінності. Розглянуто різні підходи до роз'яснення цінностей. Пропагується підхід, який допомагає студентам думати і міркувати про різні цінності і їх вираження по відношенню до себе, іншим, спільноті і світу в цілому. Цей підхід надихає студентів вибирати свої власні моральні, людські, соціальні, культурні та особисті цінності. Обгрунтувано потенціал предмету «іноземна мова» в застосуванні такого підходу і наведено приклади стратегій, які можуть формувати цінності у школярів та студентської молоді.

Ключові слова: цінності. роз'яснення цінностей, формування цінностей, підхід, приклади стратегій.

Федичева Н.В., Шопин Павел. Разъяснение ценностей на занятиях по иностранному язику

Тезисы посвященные проблеме формирования ценностей у студентов университета на занятиях по английскому языку. Тезисы рассматривают важность привлечения студентов к практическому опыту, который помогает им осознавать свои собственные чувства, убеждения и ценности. Рассмотрены различные подходы к разъяснению ценностей. Пропагандируется подход, который помогает студентам думать и рассуждать о разных ценностях и способах их выражения по отношению к себе, другим, обществу и миру в целом. Этот подход помогает студентам осознавать собственные моральные, человеческие, социальные, культурные и личностные ценности. Обоснован потенциал предмета «иностранный язык» в применении такого подхода и приведены примеры стратегий, которые могут формировать ценности у школьников и студенческой молодежи.

Ключевые слова: ценности. разъяснение ценностей, формирование ценностей, подход, примеры стратегий.

Fedicheva N.V., Shopin Pavlo. Incorporating the values-clarification approach into foreign language classroom

These theses consider the importance of engaging students in practical experience, which helps them to understand their own feelings, beliefs and values. Different approaches to clarify values are given. The authors of the article advocate approach that helps students to think and

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talk about the various values and of how they demonstrate them in relation to themselves, others and the world community as a whole. The approach inspires students to choose their own moral, human, social, cultural and personal values. The potential of language in the application of this approach has been substantiated.

Key words: clarification of values, the formation of values, approach, strategies.

DISCUSSION METHOD IN THE TURKISH LANGUAGE CLASSROOM
Fedicheva Nataliya
Luhansk Taras Shevchenko National University
Melike Bahar Tetik Tike
Kuyumcu Abdullah Altıncubuk School, Bayrakli, Izmir, Turkey

Today discussion is the most preferred method employed by teachers who choose to reduce their own talk in order to involve more students in talking in the target language, in thinking processes and discovery. For many years, discussion was viewed as an alternative to lecture, and a debate existed among practicing teachers, as well as educational researchers, as to which was most effective. Nowadays, educators, researchers and teachers are unanimous in their opinion that discussions are very helpful in a foreign language classroom [1, 2, 3, 5, and 6]. The contemporary view does not put discussion against other strategies or models of teaching but instead recognizes that discussion is a strategy that can be used with other models of teaching and in a variety of situations. The choices about