



Research Article

MORAL EDUCATION OF YOUNGER STUDENTS IN THE CONTEXT OF INTEGRATIVE PEDAGOGY

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ABSTRACT

Modern trends in the education system imply an innovative approach not only to the learning process, but also to the education of pupils. The formation of the moral potential of younger schoolchildren is the key to the social development of the future; most of the existing research in the field of education is aimed at realizing this task. However, education, defined as a social and sensory phenomenon, is difficult to digitalize, and therefore the article proposes options for diagnosing the structural components of this concept. The aim of the work is to study the influence of integrative pedagogy on the formation and development of the moral potential of students. The author proposes a methodological platform that implements this goal through integrative material.

Materials and methods. The article describes a comprehensive study of the moral potential of elementary school students. The research plan consisted of determining the actual level of formation of moral competencies, introducing integration developments, and determining the incremental level of selected competencies. The sample included 208 primary school children. Research methods are described in the methodological platform for the formation of moral competencies and are effective under certain

conditions. The results were processed by statistical analysis; a scheme for determining the weight value of the components of the phenomenon of morality was proposed.

Results. The proposed mechanism made it possible to break the concept of "Moral potential" into structural components, which are given a certain value (weight value). The criteria for determining the level of formation of moral competencies for each category are identified. Based on the organizational and didactic model for the implementation of integrative developments, a comparative analysis of the data was carried out, taking into account the time component. The coefficient of moral activity is calculated on the example of individual cards of respondents, a formula for calculating the general moral potential is proposed.

The process of introducing an integrative learning model as a tool that contributes to the growth of this moral material is described. The possibilities of integrative learning for the formation of social-sensory competencies are noted.

Discussion and conclusion. The results of the study make a significant contribution to both theoretical and practical pedagogy. The study expands the understanding of the possibilities of integrative learning, the mechanisms for increasing the moral potential of students. The mobility of the proposed formulas, criteria, certain weight values of moral categories makes it possible to use this material in the diagnosis of other social and personal phenomena.

KEYWORDS

Integrative pedagogy, moral potential, education, younger students, sensory competencies.

INTRODUCTION

Innovative education, which involves the formation and development of subject and key competencies of students, poses a number of tasks for scientists, one of which is to determine

the dynamics of growth, as well as to identify criteria for an objective assessment of the level of basic life skills of junior schoolchildren.

A feature of key competencies is their difficulty in measuring: unlike subject skills, knowledge and abilities acquired in a lesson, which can be standardized to facilitate objective assessment, the development of moral, aesthetic, patriotic competencies cannot be formed immediately, just as it is not possible to accurately measure them. This is due, first of all, to the sensory nature of key competencies: love for the Motherland, interest in reading, respect for nature is not born in one lesson - all these feelings require long-term education.

However, according to some scientists, education is a dynamic quantity: there are several methods for its determination [1 - 3]. It is worth understanding that the dynamics of growth in the formation of moral feelings is not possible without a relationship to time. Therefore, in this study, the time component is an important component of the system for determining the development of key competencies.

Innovative trends in school education can help solve educational problems, since they involve a mobile perception of the educational process, which allows expanding and narrowing the learning space. In this context, integrative pedagogy acts as a mechanism for modeling a

holistic ideological principle. That is why the purpose of the work is to confirm the hypothesis about the significant impact of integrative education on the development of moral competencies.

The novelty of the research is determined by several facts: using the example of some categories of morality, criteria for measuring the formation of moral qualities have been developed, the essence of determining their weight value has been revealed, and a methodological platform for the formation of moral competencies through integrative pedagogy has been proposed.

LITERATURE REVIEW

The theoretical component of the study is based, first of all, on identifying the components of moral education. It is the structure of morality, which determines its essence, that is the basis for the formation of methodological approaches to improving the education system.

Thus, in the United States of America, the elements of morality are moral, civic, behavioral and peacekeeping skills, the development of which predetermines the main goal of education:

teaching good behavior in an educational institution [4 - 6]. In Japan, moral education is integral in nature: its goal is to cultivate moral character in students, including mental character, judgment, participation and attitude through all educational activities in school [7 - 9]. It is based on self-demandingness, attentiveness, hard work, justice and harmony in relations with people and nature. South Korea defines moral education based on the 5000-year history of its existence, which is why its main components are imitation of virtue, listening to the stories of older people, and sincere self-discipline [10 - 13]. Historical values also determined the structure of morality in the Russian Federation: in the process of education in an educational institution, there is often an emphasis on historical, local history and environmental material, stories about famous people, moral actions [14 - 17].

The identified components of morality determine the form and content of the educational process: not only programs differ, but also attitudes towards education. In particular, the narrow curriculum in the United States, as well as standardized testing, do not allow full attention to be focused on education. Across the country, only 36 states have laws mandating education.

According to a survey by the American Federation of Teachers (AFT), 36% of teachers do not support the introduction of education into the school curriculum because they would be forced to waste their time “documenting bad behavior” [18].

According to Alfie Kohn, “Character-building techniques can help temporarily buy certain behaviors. But words and actions are unlikely to continue, let alone be transferred to new situations, because the child has not been asked to integrate them into his value structure” [19]. This is why a clear moral education program has not been formed in the United States: the main and only purpose of attending school is learning. Upbringing as an element of education is found in private schools in the United States. One of the reasons for this phenomenon is considered to be the flexibility of the plan.

In Japan, education is positioned as one of the main elements of a person’s full life. That is why the curriculum of Japanese schools allocates separate hours for the development of morality “dotoku”, during which students learn such values as respect for the elderly, caring for animals, respect for parents, helping the disabled, cooperation with each other. The program is

accompanied by a textbook with developed teaching books.

It is important to note that students have a daily opportunity to practice what has been learned in class: children are asked to clean the classroom, serve lunch, care for plants and animals in the classroom, etc. The assessment of the subject is subjective and is expressed in the teacher's comments [20]. Just like Japan, South Korea has created programs in the field of moral education from grades 1 to 10, which include 2 hours of subject work per week.

Since 2008, in six European Union countries, teaching moral education has been defined as an interdisciplinary program that has its own time and position in the schedule [21]. However, the concept of morality in the phenomenon of this organization should be understood as an active civic position, which does not include all the components in the basic structure of moral education, at the same time, the motive of this program is aimed at increasing the democratic feelings of the student.

No less interesting, in our opinion, is the material related to the development of morality in the Russian Federation. It is distinguished by a

diverse approach to the study of the concept of education, which is based on subject variability, where it is possible to use the educational process, software - the use of elements of moral education in class and extracurricular activities, as well as on practical and theoretical ideas of the system for creating a model of a harmoniously developed personality of our time.

Thus, Shelygina O. in her work "Content and Methods of Spiritual and Moral Education of Junior Schoolchildren in Mathematics Lessons" reveals methods for developing students' culture through a specific subject [22]. Osmalov O. also claims that the implementation of educational tasks is better learned through highly specialized lessons [23]. In turn, T. Maslova offers diagnostics and defines the criteria in the "I am a Patriot" method, however, in the proposed resource, classes are conducted separately from the general school curriculum [24].

Assessment parameters can also be found in the work of Andrienko O., in contrast to Maslova T., the author sees a more effective diagnosis of the patriotic education of an individual through questioning [25]. Special attention is deserved by the work of N. Chapaev, who reveals the theoretical significance of integrative pedagogy

and highlights moral education as an aspect of integration [26].

Thus, the process of developing moral competencies is given great importance, and methods for implementing tasks to improve the education system are considered as problematic pedagogical material. In this work, for the first time, a system of diagnostic tools is proposed that facilitates objective observation of the dynamics of the increase in the level of moral values of a primary school student.

MATERIALS AND METHODS

The essence of the study is a comparative analysis of the level of formation of key competencies of junior schoolchildren, focused on acquisition through integrative education. In this case, integrative education means the use of models of moral education in subjects that are not contextually related to educational ideas. An educational and methodological complex was developed in such disciplines as mathematics, natural science and English.

The methodological platform of educational and methodological complexes was the introduction of reforms outlined in the “Concept for the

development of the public education system of the Republic of Uzbekistan until 2030” [27], in particular, solving the problem of the country becoming one of the leading countries in the world according to the PISA rating of educational achievements of students (The Program for International Student Assessment), as well as in collaboration with the United States Agency for International Development (USAID), preparation for conducting studies on assessment of reading skills (EGRA) and mathematics (EGMA) among primary school students (grades 2 and 4), ensuring the process of forming competency-based learning technology based on the requirements for the level of training in general education subjects in the system of general secondary, secondary special and vocational education [28].

Elements of moral education were identified as diagnostic components for the study, and samples of dynamic quantities to be measured were proposed. Since the components were considered as an integral part of the studied program material in the subject "Education", the moral categories defined in this educational and methodological complex were taken as their basis:

love to motherland

interest in reading

respect for nature

respect for elders

Experimental studies involved solving the following problems:

1. Determination of the actual level of formation of moral competencies

2. Introduction of integration developments in the subjects: “Mathematics”, “English language” and “Natural science”

3. Determination of the incremental level of selected competencies.

To determine the level of development of moral competencies, criteria were identified for each category:

Table 1. Criteria for determining the level of formation of moral competencies

Moral categories	Parameters of moral competencies	Keyword	Symbol
Love to motherland	Choosing a topic about patriotism	Patriotism	P1
	Emerging quality: Responsibility		P2
	Knowledge about the achievements of the Motherland		P3
	Desire to participate in patriotic events		P4
Interest in reading	Number of read works	Reading	R1
	Choice reading as leisure		R2
	The ability to reason, use excerpts, quotes, comparisons from literary works		R3
	Performance in Reading and Mother Language		R4
Taking care of nature	The ability to determine the character of human actions in relation to nature	Nature	N1
	The desire to show oneself by good deeds in caring for nature		N2

	Interest in participating in science experiments		N3
	Work done to preserve nature		N4
Respect for elders	Objective assessment of parents	Elders	E1
	General opinion of school behavior (assessed by classmates)		E2
	The ability to assess human actions		E3
	Self assessment		E4

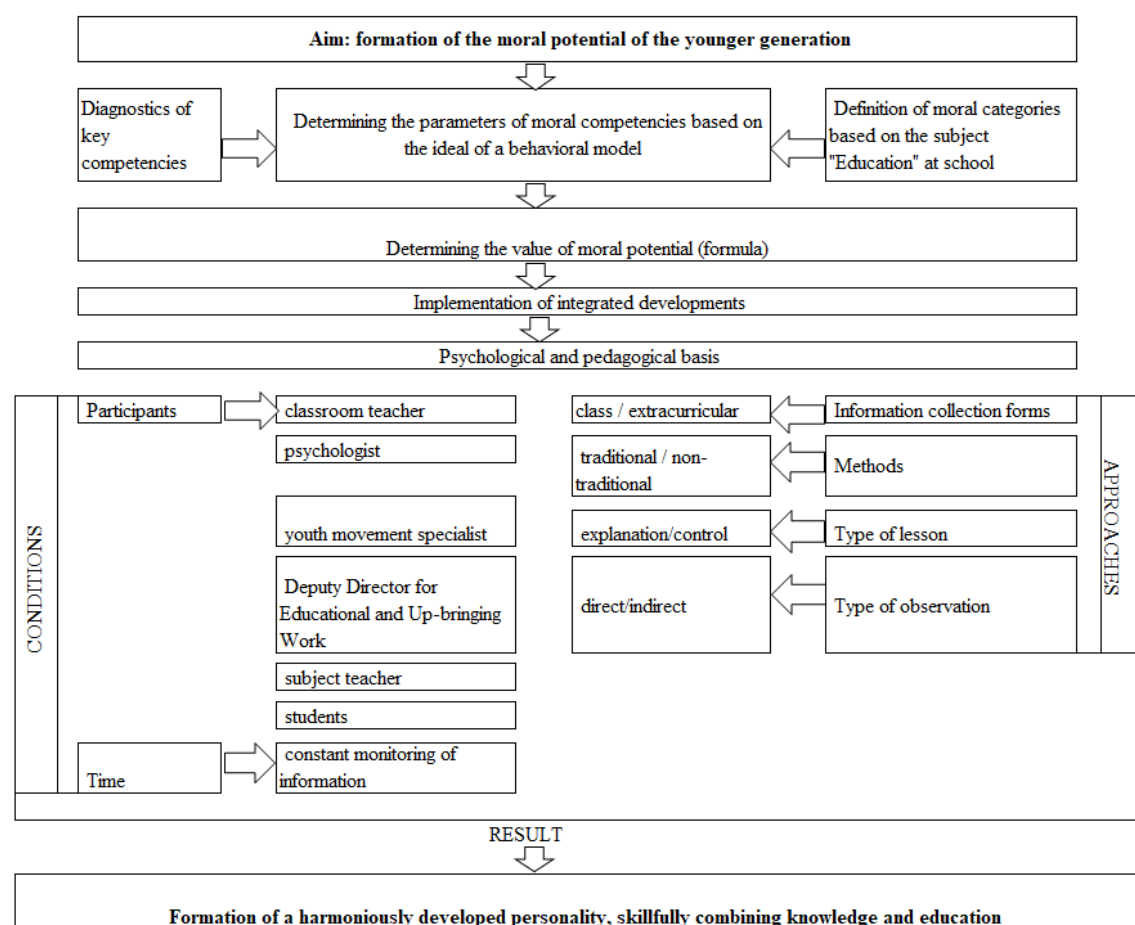
Source: Hereinafter in this article all tables were made by the author.

Determining the level of development of certain competencies is a whole complex study: it includes the analytical work of the class teacher, psychologist, leading specialist of the youth organization, as well as the deputy director for upbringing and educational work. A feature of the process of determining the level of certain parameters is the constant monitoring and collection of information about the results achieved. A one-time determination of the level of key competencies using testing or questionnaires is not possible.

Research results

Variability of forms of information collection - classroom and extracurricular activities, traditional and innovative lessons, lesson "Explanation of a new topic", lesson "Control", etc. - allows, in total, from the above categories to create an organizational and didactic model for the formation of a harmoniously developed personality that integrates knowledge competencies with key ones.

Table 2. Methodological platform for the formation of moral competencies through integrative pedagogy



This organizational and didactic model will be considered effective if certain conditions are met, as well as with a mobile approach when choosing forms, methods, and types of analysis. Among the conditions, the main ones are time, which implies constant observation, and participants in the educational process, each of which has its own significance in relation to this study: indirect or direct.

For example, a subject teacher uses samples of integrative tasks without setting himself the goal of developing educational competencies in students. Its main task is the formation and development of subject competencies, as well as key life skills related to the topic of the lesson.

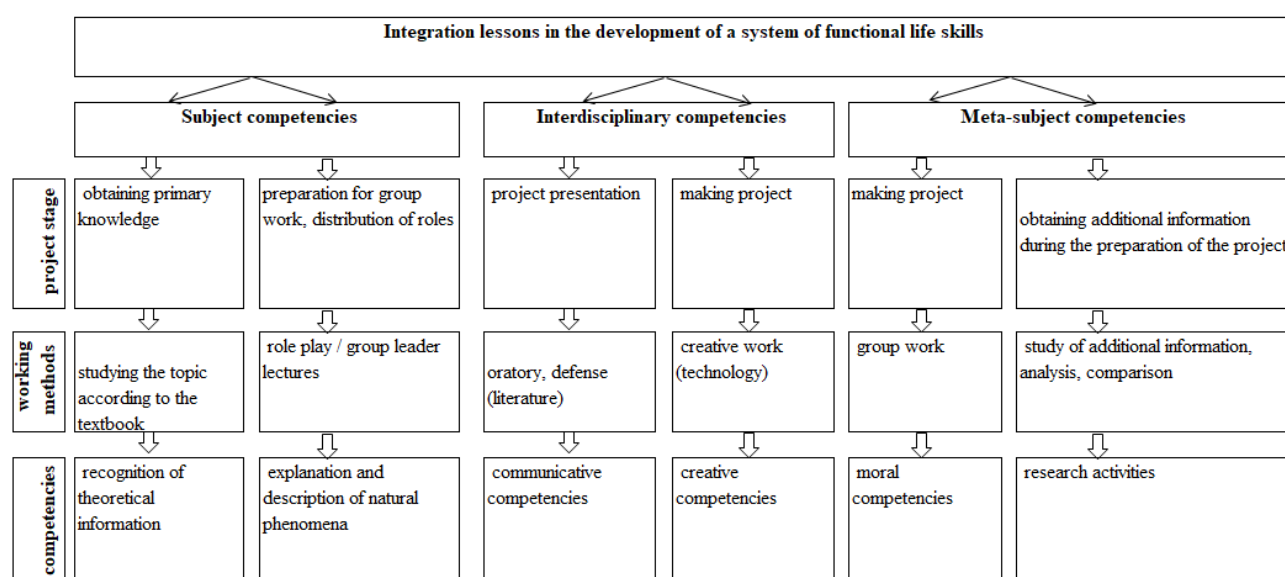
Let's consider a variant of such a task.

In science class, students explore the topic of natural areas through project materials. When defending a project, they use oratory skills, and when composing it, creative skills. In the process, interdisciplinary connections with literature and technology are observed, with the goal of developing communicative and creative competencies. However, in addition to clearly defined connections, it is also possible to reveal

some indirect relationships with other subjects, in particular, with the subject of education.

During the work process in the group, there is social interaction between project participants, which is characterized by the cultivation of such moral qualities as respect for the opinions of comrades, the ability to persuade in a tactful manner. Students' reading skills can also be assessed.

Table 3. The system of competence development of participants in the integration process



In this example, the subject teacher is considered as an indirect observer of the process of developing students' moral competencies. However, the role of the teacher in developing

moral potential through integrated lessons cannot be underestimated.

A youth organization specialist deals from the same perspective.

His task is to involve young people to extracurricular activities to participate in events aimed at developing the moral potential of students, but it is not his responsibility to monitor the enrichment of this potential.

Thus, a youth organization specialist also acts as an indirect observer of the process of formation of a harmoniously developed personality.

However, a psychologist, class teacher and deputy director for upbringing and education can assess the state of students' moral potential. This process is lengthy, includes collecting information through questionnaires, tests, analysis of lessons and extracurricular activities, and the final data can be used as a student or class rating. Students act as the object of studying the effectiveness of integrated classes in the formation of moral culture.

Let's look at some of the analysis methods.

In the "Love for the Motherland" category, students are asked to choose a topic for discussion during a "Round Table" in an extracurricular activity (P1). Suggested options:

Topic No. 1: " All work and no play make Jack a dull boy".

Topic No. 2: " A man without a Motherland is like a Nightingale without a song".

Topic No. 3: " A friend in need is a friend indeed".

Topic No. 4: " As fire warms the body so does good warm the heart ".

Each of the selected topics is assessed according to its direct relationship to the specified category. The closest to the category "Love for the Motherland" is topic No. 2. This choice is estimated at a maximum of 3 points. Two topics (No. 3 and No. 4) correlate with moral education and thus can be one of the indicators of the emerging traits of a person who is responsible for his actions, morally stable, an individual who can subsequently develop deep patriotic feelings. The choice of these topics is worth 2 points. In topic No. 1, the emphasis is more on economic competencies; the ability to reveal the essence of this topic will require students to master the competencies of mathematical literacy, rational use of time resources, and systematization of some information. Despite the fact that frugality, including time, is one of the programmatic issues

of the subject “Education”, this character trait does not imply the formation of sensory competencies, and therefore cannot in the future become a support for the development of a feeling of love for the Motherland. Thus, the choice of this topic was scored 1 point.

The parameters of moral competencies are given a weight that represents the significance of a given criterion relative to others. In general, one category can have a weight amount equal to one. We examined the significance of the criteria regarding the category “Love for the Motherland” in the following order:

Table 4. An example of determining the weight value of sensory competence criteria

Parameters of moral categories	Symbol	weight value
Choosing a topic about patriotism	P1	0,3
Emerging quality: Responsibility	P2	0,2
Knowledge about the achievements of the Motherland	P3	0,2
Desire to participate in patriotic events	P4	0,3
Total weight category	P	1

The choice of weight value in this category was considered through direct and indirect reflection of the connection between parameters and the formation of patriotic feelings. The choice of a topic about patriotism (P1), as well as the desire to participate in events of a patriotic nature (P4), reveals the internal state of the individual, her empathy for the state of the country, and shows sensory perceptions. The emerging quality of responsibility (P2) is not a direct indicator of the

formation of patriotic feelings, but may be one of the components of its formation in conjunction with other competencies.

Knowledge about the achievements of the Motherland (P3) is not a fact of manifestation of a desire to know about these achievements. Here, knowledge competencies are considered more, sometimes manifested through memorization of material as needed. Meanwhile, this criterion is also relevant to the formation of patriotic feelings.

It can be both a reason for their formation (based on the knowledge gained, students can show a sense of pride in the achievements of their country) and a consequence of already formed competencies (students want to receive more information about the achievements of their Motherland).

Let's consider the calculation of the coefficient of moral activity in the category "Love for the Motherland" using the example of one respondent's questionnaire.

Table 5. An example of calculating the individual coefficient of the moral category

Key indicators	Weight value (V)	Target (A)	Fact (F)	Coefficient (C)
P1	0,3	3	3	0,3
P2	0,2	3	3	0,2
P3	0,2	3	1	0,07
P4	0,3	3	2	0,2
P	1	12	9	0,77

The coefficient is calculated using the formula:

$$C = V \cdot F : A$$

Thus,

$$P1 = 0,3 \cdot 3 : 3 = 0,3$$

$$P2 = 0,2 \cdot 3 : 3 = 0,2$$

$$P3 = 0,2 \cdot 1 : 3 = 0,07$$

$$P4 = 0,3 \cdot 2 : 3 = 0,2$$

This means that the coefficient of the first category is 0.77 of 1 (target weight or maximum value) or 77% of potential activity.

The remaining categories are weighted similarly.

Having received the coefficients of all four categories, we can find the average level of moral

development potential using the following formula:

$$Pme = \frac{\sum_{i=0}^n P+R+N+E}{n} \cdot 100\%$$

$$Pme = \frac{\sum_{i=0}^n 0.77+0.93+0.8+0.77}{4} \cdot 100\% = \frac{3.27}{4} \cdot 100\% = 0.82 \cdot 100\% = 82$$

Thus, the potential of moral education (Pme) was determined at the beginning of the experimental work and after the use of integrative samples in order to compare the actual and incremental levels. To conduct the experiment, three groups of primary school students were identified, two of them were considered control, the third was experimental. Control groups mean the use of two methods: traditional and non-traditional when teaching the subject “Education”. In the experimental group, educational elements are active components in integrated lessons.

Non-traditional methods were taken as an assumption that an innovative approach to teaching the subject “Education” can enhance the target effect, but at the same time be not as effective as if elements of education are introduced into other subjects.

As a result of the initial cut, primary data were obtained on the potential for moral education of students. To determine them, we used the following formula:

$$Pt = \frac{P1+P2+...+Pn}{n} = \frac{\sum nl}{n}$$

where P_t is the average potential of moral competencies of the control group (with traditional teaching methods),

P_1 = specific value of the coefficient of moral potential of one respondent, n – number of values (number of respondents in this group). Data from the control group with non-traditional teaching methods (P_n) and the experimental group with the introduction of integrative tasks (P_i) were calculated similarly.

As a mechanism for increasing moral potential, educational and methodological manuals were proposed, containing in each lesson a cross-cutting topic that is directly related to the subject “Education” - for experimental groups, as well as options for developing open lessons on this subject, containing interactive tasks, creative works, song material. 208 respondents took part in the experiment: 69 - P_t , 71 - P_n , 68 - P_i .

The P_t group’s material was a traditional set of tools for studying the subject “Education” and was aimed at developing knowledge competencies. Of course, new generation textbooks provide students with the opportunity to develop analytical thinking. The tasks in them often require students to use communication

skills, which has a positive effect on the overall potential of the younger student. However, without the introduction of non-traditional methods into the educational process, the lesson becomes boring; as a rule, the whole class is not involved in the dialogue, and the information received through this form of work is quickly forgotten.

Unlike the P_t group, the material in the P_n group was aimed at involving 100% of students in the work. The lessons were replete with a variety of content, the form and means of teaching changed. Such lessons aroused interest among students because they implied an individual approach. Most of the classes were conducted in a group format: cases, projects, role-playing games.

As we can see, elements of integrativeness were introduced into the “Education” lessons through an unconventional methodology: topics related to the environment were proposed for working with cases, projects involved solving mathematical tasks, and role-playing games were directly related to aesthetic subjects. The problem of such lessons is the large time gap: the “Education” program is a complex study of moral norms and phenomena related to this concept for only one hour a week. Thus, during a year, first-grade

students will take 33 lessons, second-fourth grade students will take 34 lessons.

Experimental group Pi was provided with material for use not in the subject “Education”, but in mathematics, science, and English lessons. The methodological manual was a set of tasks that integrated the topics of the subject “Education” with the above-mentioned subjects.

For each lesson, developments were compiled on the main topic, related to the topic of “Education”, studied in a certain period. Thus, first grade students received 165 working scenarios of active material in the subject “Mathematics”, which included 2 - 3 tasks of a local history nature, patriotic orientation, etc.

Discussion and conclusion

Integrative pedagogy has great potential for the formation and development of key competencies of students. With a correct assessment of the situation and choice of working methods, it allows you to deepen knowledge and increase the motivational component. At the same time, it requires a special attitude of the teacher to create an integrative environment.

The implementation of the proposed methodology allowed us to draw the following conclusions:

1. In addition to diagnosing the development of students’ moral competencies, the study also had a positive effect on teachers’ attitudes towards lesson planning. As you know, during the lesson more attention is paid to teaching and developmental goals. The educational goal remains aside, especially when studying problem subjects [29, 30]. The proposed material contributed to the activation of the teacher’s work in this direction.

2. Based on the results of the experiment, the increase in competencies identified at the beginning of the work according to the proposed formula was analyzed. Observations showed that in the Pt group, over a period of 34 weeks, students mastered the standards of knowledge material in the subject “Education”. Group Pn was distinguished by its ability to interactively search for solutions to assigned problems, the desire to be a morally high person stood out in comparison with the previous group, and the experimental group Pi showed higher motivation results in the presence of knowledge and analytical competencies.

3. Determination of the value of moral potential (MP) of schoolchildren was based on long-term observation. The diagnosis of the increment of MP was distinguished by a thorough analysis and individual approach, since morality is a social and sensory phenomenon that requires an objective assessment when choosing structural components and tools for its measurement. The results of the respondents' personal cards for

certain moral components were summed up, the average value of all components was found, the overall results were also found using the summary method: for all participants in the experiment, the initial potential was 76%. The results of the experiment were analyzed in the same way: each group was demonstrated here with its own potential:

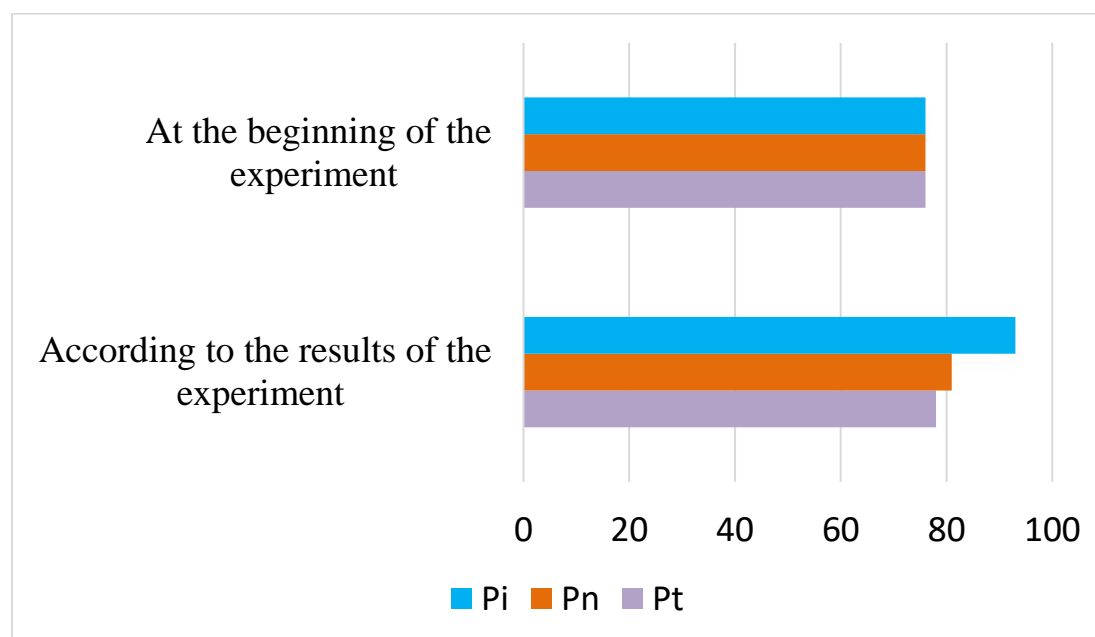


Fig. 1. Comparison of the results of the increment of MP in the control and experimental groups

As can be seen, the increase in moral competencies was achieved in all groups. However, there was a noticeable difference in the experimental group, suggesting an increase in motivational components. It means this study

opens up opportunities for further study of the positive effect of integration phenomena in educational activities aimed at increasing the moral potential of schoolchildren. Moral potential is a complex of social and sensory competencies.

Measuring its content, diagnosing gaps and making recommendations for increments is a long process that requires the involvement of many participants, focused on the main condition - the time component. Meanwhile, modern technologies that save time resources create the necessary environment for studying this problem. Research has shown that acting with sensory competencies is possible and even necessary.

The work materials can help improve the social climate at school, help diversify the educational process, and also become an indispensable tool for studying the social environment of the class. Considering the mobility of the formulas proposed in the work, the teacher is given the opportunity to use this experiment as a practical analysis and other competencies.

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