

Theory and Practice of Moral Education in the History of Tatarstan Pedagogical School

Ramis R. Nasibullov^a, Ilnar F. Yarullin^a and Ilnur R. Fatkullov^b

^aKazan (Volga region) Federal University, 420008, Kazan, RUSSIA; ^bVolga Region State Academy of Physical Culture, Sport and Tourism, Kazan, RUSSIA.

ABSTRACT

The relevance of the studied problem is substantiated by the fact that interest in issues of spiritual and moral development and personality formation around the world increased in the second half of the 20th century: it became obvious that social problems cannot be solved without strengthening of attention to human's moral education. The objective of the paper is theoretical understanding of historical-pedagogical material on the issue of moral education, development on its basis pedagogical conditions aimed to form senior school students' moral education, and methodical recommendations necessary for teachers-practitioners. The leading method to the research of this problem is historical-pedagogical experience of Tatarstan school about senior school students' moral education which enables to reveal theory-methodological prerequisites for system organization of class teacher, bodies of students' self-government and public joint activity on moral education of school students. A number of aspects of pedagogical thought development which, supplementing each other, serve as historical and social prerequisites determining current state and internal logic of Tatarstan educational school formation and act as methodological foundations for solution of the investigated problem are revealed. Generalized results of analysis of theory and practice of moral education represented in pedagogical literature; moral ethical standards of Islam and Christianity as a source of spiritual-moral personality formation, and also works of Tatarstan scientific-pedagogical community on problems of moral education in a transition period make methodological foundations.

KEYWORDS

Moral education; theory; practice; school student; nationality; tradition

ARTICLE HISTORY

Received 23 March 2016
Revised 17 May 2016
Accepted 18 June 2016

Introduction

Relevance of the problem

Moral education is an organic component of an integrated approach to process of younger generation education. In general educational process it holds a specific place as moral relations, moral aspect mediate all means, forms and methods of education. Morality

CORRESPONDENCE Ramis R. Nasibullov ✉ nasibullov_ramis@mail.ru

© 2016 Nasibullov, Yarullin and Fatkullov. Open Access terms of the Creative Commons Attribution 4.0 International License (<http://creativecommons.org/licenses/by/4.0/>) apply. The license permits unrestricted use, distribution, and reproduction in any medium, on the condition that users give exact credit to the original author(s) and the source, provide a link to the Creative Commons license, and indicate if they made any changes.

cannot be acquired just externally – it is based on personal autonomy: the moral law, unlike all other instructions, is the law of the personality.

But at the same time it is necessary to remember that moral education does not keep within logic of purposeful activity. Morality is not a usual purpose which can be achieved at a certain interval of time with the help of specific means; it is rather possible to call it the last, prime target, some kind of purpose-ideal – the regulatory scale of human behavior assessment.

Modern pedagogy and school have accumulated vast experience on formation of younger generation's moral image. Tatarstan pedagogical school has obtained considerable experience. Studying this experience, acquaintance with creative searches to solve problems of moral education at various stages of modern school history and pedagogy allows not only to reveal those sides of moral education which demand further consolidation and development but also to solve modern problems of theory and practice of studying youth's education with bigger completeness and sequence.

Status of a problem

Investigated issues are considered in fundamental works of modern pedagogical and psychological literature (Amirkhanov, 1993; Andreyev, 2008; Sukhomlinsky, 1978; Shadrikov, 2002) in which the essence of basic concepts of theory of moral education are revealed; ways of further development of principles, contents, forms, methods of moral education are specified.

There are historical-pedagogical researches in which formation and development of principles, contents, forms and methods of education of benevolent morality is shown (Khuziakhmetov, Shafikova & Kapranova, 2015; Khuziakhmetov, Aminov & Yesnazarova, 2016), analysis of the first experience of learners' moral education in the 20s at Tatar Soviet school is presented (Abramova, 2007; Khuziakhmetov, 2016), conditions and prerequisites which provided development of moral education in the 30s are specified (Likhachev, 1979; Boldyrev, 1981; Minullina, 2006).

Research hypothesis

Increase of modern school students' moral education level will be provided if on the basis of historical and pedagogical experience of Tatarstan there are organized:

- the system of school students' moral education which includes educational focus on the teaching process, lessons, extra-curricular types of work, and the teacher as a factor of moral education;
- transition from moral enlightening of senior school students to the organization of students' self-government is realized; it is pedagogically managed by class teachers;
- integration of class teachers' activity, patronage and parental public on moral education of senior school students;
- productive use of public forms opportunities in educational activity (adults' patronage work, public councils activity at place of residence and parental public of school);
- application of effective technology to form moral qualities in senior school students on the basis of ensuring continuous monitoring of levels of their moral education.

Materials and methods

Research objectives

The following problems were solved in the course of research:

- 1) to reveal the content and features of theory and practice of advanced pedagogical experience about senior school students' moral education in the context of Tatarstan;
- 2) to develop and approve a model of moral education process in senior school students considering Tatarstan experience about joint activity of the class teacher and public;
- 3) to study experimentally the efficiency of pedagogical conditions in improvement of school students' moral education.

Theoretical and empirical methods

The following approaches and methods were used to verify the hypothesis: theoretical analysis of scientific-pedagogical and methodical literature on the research problem; study, generalization and scientific analysis of best pedagogical practices in the area of moral education; pedagogical observation, questioning, pedagogical experiment (stating, forming control); methods for statistical processing of experimental data.

Base of research

Schools supervised by Kazan (Volga) Federal University, secondary high schools of Kazan: No. 15, 103, 115, 144, 167, and schools of Kaybitsky, Apastovsky, Tetyushsky districts of the Republic of Tatarstan made the base of the research.

Investigation phases

Research was carried out in three stages:

During the first stage works of modern scientists and Tatar, as well, on matters of school students' moral education were analyzed; necessity to substantiate the essence of the class teacher collaboration with other interested persons and institutions for moral education of school students was revealed. Theoretical analysis of the studied problem in philosophical, psychology-pedagogical literature enabled to determine the content of joint activity of the class teacher, bodies of student's self-government and the public about senior school students' moral education.

During the second stage best practices of Tatarstan schools about school students' moral education were studied; pedagogical issues, archival documents, practical activities of class teachers, bodies of students' self-government and public were analyzed; most effective means and forms in their work on formation of school students' moral image were determined.

During the third stage research results were generalized; recommendations on improvement of senior school students' moral education at school were developed. Along with generalization of obtained results best practices of class teachers, bodies of students' self-government and public about moral education of school students at Tatarstan schools were promoted; systematization and registration of research materials were performed.

Results

573 school students of IX-XIth forms took part in the research

The objective of the stating stage of the experiment was to identify an initial level of senior school students' moral education. Examination of school students studying in the tenth or eleventh forms was conducted. Method of expert assessment selected the most typical educational classes.

The research was conducted according to the developed model of moral education process of senior school students (Figure 1).

Five criteria of senior school students' moral education corresponding to its main components were revealed: emotional-esthetic; information; valuable-motivational; intellectual; activity-instrumental.

Main indicators reflecting the content of senior school students' moral education were revealed per each criterion. On the basis of level differentiation of these indicators four levels of senior school students' moral education were determined: high, average, low and very low; they characterize the formation of moral qualities.

Results of the stating stage of the experiment specified that only 1,6% of tenth-graders and 5,1% of eleventh-graders showed the average level of moral education, the majority of them had a low level (69,2% and 83% of eleventh-graders) and very low (29,2% and 11,9% respectively). High level of moral education was not displayed by any of participants at the stating stage of the experiment (Table 1):

Assessing the formation of various components of moral education in senior school students, it is possible to state the following. Emotionally esthetic component of moral educations was rather developed both in the tenth-graders, and in the eleventh-graders demonstrating mainly positively expressed emotions in relation to the social phenomena and objects. The considerable part of them (50,8%) is capable to experience emotional-esthetic senses from interpersonal communication. Negative emotions in relation to the facts of immoral behavior are more weakly expressed (27,4% – the average level and only 4% – high).

Information component of moral culture is created in senior school students much worse, especially in tenth-graders; their ethical knowledge is considerably shallow, insufficiently strong and full.

The *valuable-motivational component* of senior school students' moral culture is generally developed at the level which does not reflect an integral world outlook. Readiness to consciously show socially approved behavior in society is stated just by the few.

The *world outlook component* of moral culture is obviously insufficiently developed in school students of the tenth form. They generally realize only shallow schematic, obviously expressed interrelations of social phenomena and processes; they poorly realize intrinsic links between the human and society. The minority (27,4%) is able to predict not only the next but also slightly remote consequences of changes happening in society.

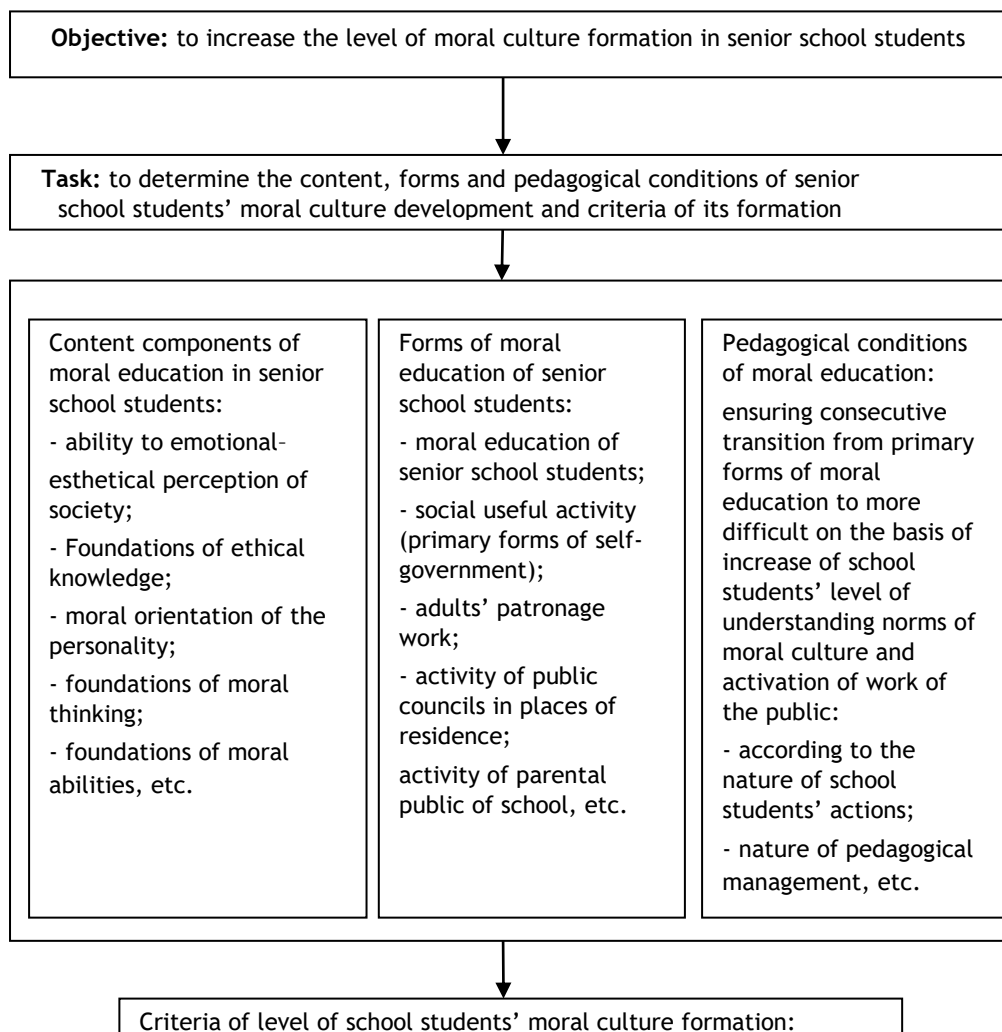


Figure 1. Model of moral education process of senior school students

Table 1. Levels of moral education formation in senior school students

Testees	Distribution on levels			
	very low %	low %	average %	high %
Pupils of the Xth form	29,2	69,2	1,6	0
Pupils of the XIth form	11,9	83	5,1	0
Total	21	75,8	3,2	0

The *activity-instrumental component* of moral culture is most poorly developed in senior school students. Their moral skills and abilities are just poorly created.

Thus, the general level of moral culture in most of school students is low that is clearly demonstrated by histograms in Figure 2.

Histogram 1
Xth form

Histogram 2
XIth form

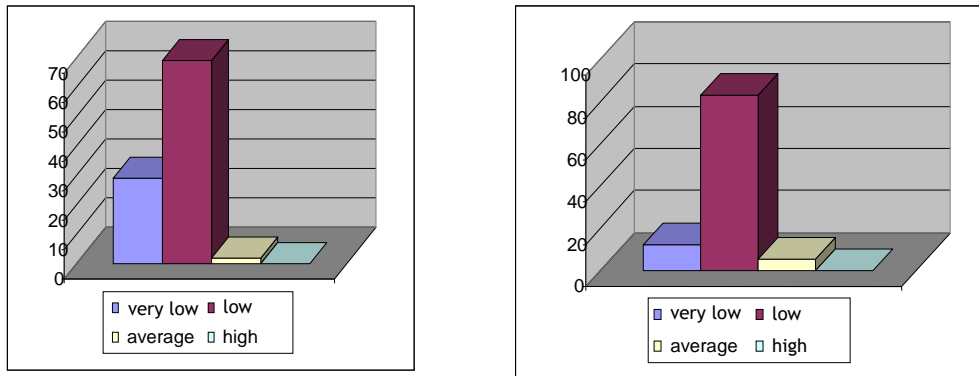


Figure 2. Comparative characteristic of levels of school students' moral education

Two experimental and two control forms were chosen from all forms that took part in the experiment.

To draw statistically valid conclusions on the level of moral education in senior school students in the experimental and control groups, it was necessary to do statistical processing of data obtained during the stating experiment stage. The procedure of comparison of two selective means on their confidential interval was used as the technique of statistical processing. For this purpose Likert scale was used as a scale for measurement of the level of moral education in senior school students; the range "very low" – "high" was replaced with range (Figure 3.).

Distribution on the levels of moral education in seniors is 3,57-6,39. Figure 2 presents results of statistical processing according to the accepted technique of data obtained during the stating experiment stage; they show that there are no statistical distinctions between control and experimental groups. It testifies to the observance of equality of initial conditions in control and experimental groups.

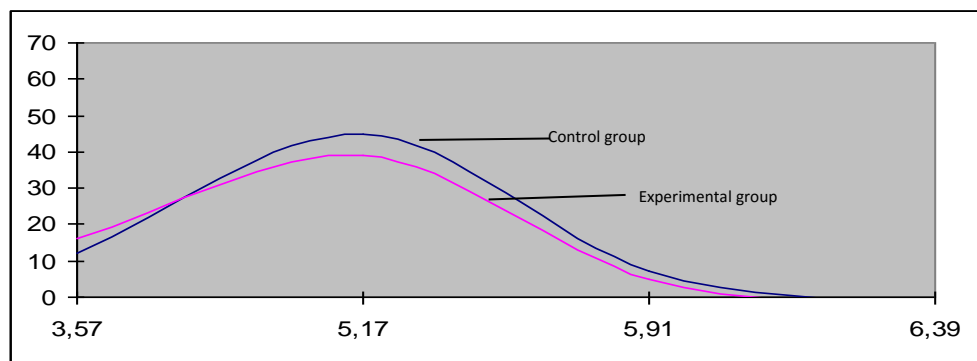


Figure 3. Control and experimental groups at the beginning of the experiment Distribution on levels of moral education in senior school students

At the second stage of experimental work the forming experiment was made. During the forming experiment stage the system of special pedagogical events for complex formation of emotional and esthetic, information, valuable and motivational, intellectual and activity-instrumental components of moral education, first of all, of ability for emotional-

esthetical perception of communication process, foundations of moral orientation in thinking activity of school students was systematically implemented.

It is known that essential changes have been introduced into the informative and world outlook value of humanitarian disciplines of working programs for moral education of school students studying in the X-XIth forms. *Elements of moral education and enlightenment*, in particular, problems of school students' acquaintance with main moral problems of urbanized social environment and foundations of human' moral education and humanistic culture, formation of moral beliefs bound to socially approved behavior, intolerance to facts of blatant immorality were entered into a circle of problems of training-educational work.

Some *moral-educational material covering basic problems of ethical culture of social environment and the person* was specially introduced into the structure of lessons contents. Besides, various social objects as means of socialization, condition to ensure socially approved activity, a subject of esthetic pleasure from spiritual beauty of the person, etc. were used as a subject of perception, studying, emotional experience and practical action and entered the contents of some studies and extra-curricular work.

On the basis of the proposed provision for senior school students' moral culture formation, special *personally focused situations of moral and informative character* demanding from school students' manifestation of their personal-meaning attitude to the level of moral private state were developed and used at training sessions.

Within realization senior school students' moral education objectives *personally focused situations of imitating-game character promoting active moral school students' self-identification* were developed and used at lessons and in extra-time work. The whole complex of imitating modeling games constructed on the basis of the mechanism of social objects and phenomena subjectivation – pedagogical updating of school student's placement instead of this or that social object, plunging into a situation, circumstances in which they find themselves was selected and realized.

The efficiency of conducted experimental work was verified by comparative analysis of results obtained from stating and final diagnostics of the level of senior school students' moral education.

Finally, it is possible to state a notable growth (though to a different degree) of all quality indicators in senior school students' moral education under the influence of a cumulative action of various pedagogical means. First of all, changes appeared in emotional-instrumental spheres, to a less degree – in an information-intellectual sphere that, in our opinion, is possible to explain by the specificity of the subject "Humanitarian disciplines" with its expressed tendency to the world outlook and moral knowledge.

Comparative analysis data show that dynamics of measured indicators increase in experimental groups was much higher in comparison with the control one. So, the number of school students with a very low level of moral education decreased by the end of the experimental period in control groups from 17,8% to 9,7% (by 8,1%), and in experimental – from 24,2% to 0% (by 24%). The number of school students with the average level of moral education increased in control groups from 4,8% to 8,1% (by 3,3%), and in experimental – from 1,6% to 27,4% (by 25,8%). Moreover, in experimental groups 1,6% of school students with the high level of moral education appeared. The number of school students with the low level of moral education underwent minor changes: in control groups from 77,4% to 82,2% (4,8%) and decreased in experimental groups from 74,2% to 71% (-32%). This is explained by the fact that school students with the low level of moral education made a peculiar buffer zone – some of them left this zone, having passed into the group with the average level of moral education, others passed into this zone from the group with a very low level of moral education.

Thus, as a result of experimental system action the level of moral education in senior school students considerably increased in comparison with control groups.

Figure 4 presents the comparison of selected average control groups at the beginning and at the end of the experiment; their small statistical distinctions is vivid.

Figure 5 shows the comparison of selected means for experimental groups which presents already expressed results.

Besides, the comparison of selected means for control and experimental groups after the forming experiment shows their convincing statistical distinctions and allows drawing a conclusion that the system of moral education developed in the research is more effective than traditional educational process.

Thus, on the basis of statistical data it is possible to claim that the level of moral education in experimental groups considerably increased in comparison with control groups due to realization of the system of senior school students' moral education in the course of studying humanitarian disciplines and out-of-class work. The results of the experiment convincingly confirm the consistency of the hypothesis. The system of integrated pedagogical actions developed on their basis can be recommended for widespread introduction in school work practice.

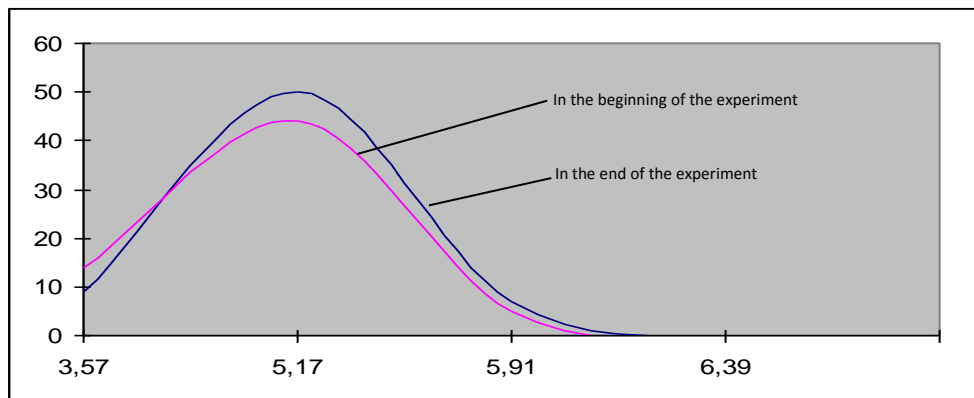


Figure 4. Comparison of results in control groups Distribution on levels of senior students' moral education

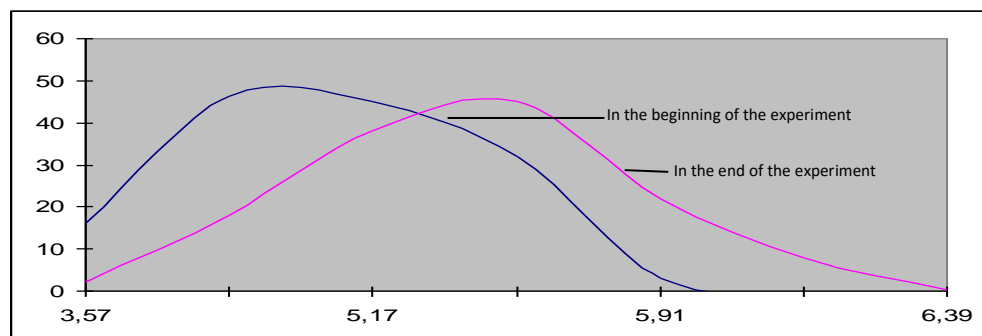


Figure 5. Comparison of results in experimental groups Distribution on levels of senior students' moral education

Discussion

The analysis of various sources showed that modern scientists develop complex, multidimensional problems of the essence, meaning and content of moral education,

comprehend its purposes, plan main objectives, analyze possibilities of various means of moral education. It is possible to claim that the historical experience which is saved up by pedagogical school of Tatarstan about solution of issues concerning moral education also makes certain contribution to the development of domestic pedagogical science and practice in the second half of the 20th century.

A number of modern scientists elucidate in their works issues of senior school students' moral education in the course of extra-curricular work, issues of pedagogical management of moral relations formation in groups of school students, formations of a moral ideal, active living position, moral training of school students for work, etc. (Valeeva, 1997; Sirotkin, 1993; Khuziakhmetov, 2015; Kovrov, 2012).

At various stages of Russian pedagogical school development issues of moral education have their specificity. Pedagogy of democratic society recognizes the need to transfer school student personality from the object of pedagogical influence into the active self-organized subject of education. Such activity, strengthened by communication, creates real situations of behavior promoting assimilation of ethical standards.

Thus, the contradiction between the need to increase the efficiency of school students' moral education, to overcome tendencies of decreasing the level of their moral education at school and availability of rich historical and pedagogical experience of creation the system of school students' moral education, successful formation of personality moral qualities is distinctly manifested today.

Statement

The conducted research does not settle completely all issues of theory and practice of senior school students' moral education in the history of Tatarstan school and pedagogy. There are some more problematic issues to comprehend. In particular, moral education as the most important function of society profoundly impacts the development of society, its purposes and tasks therefore it is necessary to solve problems connected with the process of younger generation moral formation management.

The new typological structure of the personality meeting modern public requirements serves the foundation for development of educational concepts of school students' moral education. In general, it can be presented as the subject capable for moral choice, self-determination and self-development in the context of mobile, alternative, objective and open society, the subject whose personal moral position is formed on the basis of multidimensional and versatile education.

Conclusion

Scale and depth of social and economic tasks solved by our society demand to activate in pedagogy the problem of moral education considered broadly in respect of personality moral image awareness in the system of complex public relations. In real activity the dictatorship of a society social order is manifested; according to it any ethical or moral standards are considered through a prism of various interests giving these norms class, religious and other shades. Public requirements move the standard norms on a scale of ranks actualizing either these ones or others. It concerns all norms of society life, moral as well. The range of scientists' works of Kazan pedagogical school can serve as an illustration to the aforesaid.

The conducted research does not settle completely all issues of theory and practice of senior school students' moral education in the history of Tatarstan school and pedagogy. There are some more problematic issues to comprehend since moral education as the most significant component of a renewed society influencing greatly human's attitude to society

interests, its goals and objectives demands system search of productive methods to manage the process of personality moral formation - its continuous development, education and self-education.

Acknowledgement

The research is performed according to the Russian Government Program of Competitive Growth of Kazan Federal University

Disclosure statement

No potential conflict of interest was reported by the authors.

Notes on contributors

Ramis R. Nasibullov assistant professor of Kazan (Volga region) Federal University, Kazan, Russia.

Innar F. Yarullin assistant professor of Kazan (Volga region) Federal University, Kazan, Russia.

Innur R. Fatkullov assistant professor of Volga Region State Academy of Physical Culture, Sport and Tourism, Kazan, Russia.

References

- Abramova, L. A. (2007). *Development of moral relations between the teacher and students in domestic general education of the first third of the XXth century*: Abstract PhD Thesis. Mordovian State Pedagogical Institute named after M. E. Evseyev. Saransk, Russia. 32p.
- Amirkhanov, P. M. (1993). *Tatar social-philosophical thought of the Middle Ages*. Kazan: Shkola. 94p.
- Andreyev, V. I. (2008). *Dialectics of education and self-education of the creative personality*. Kazan: Publishing house of KFU. 263p.
- Boldyrev, N. I. (1981). *Technique of educational work at school*. Moscow: Education. 223p.
- Khuziakhmetov, A. N. (2015). *Formation of primary school student personality*. Kazan: TRPh "Heter". 300p.
- Khuziakhmetov, A. N. (2016). Social Competence Formation of Students In the Process of Students Self-Government. *Mathematics Education, 11(1)*, 81-89.
- Khuziakhmetov, A. N., Aminov, T. M. & Yesnazarova, U. A. (2016). Madrasahs as Vocational Educational Institutions in the Regions of Pre-Revolutionary Russia. *International Journal of Environmental and Science Education, 11(3)*, 195-205.
- Khuziakhmetov, A. N., Shafikova, G. R. & Kapranova, V. A. (2015). Conditions of educational environment for the development of teenagers moral relations. *International Journal of Environmental and Science Education, 10(4)*, 515-521.
- Kovrov, V. V. (2012). Mental-moral education as a factor of ensuring psychological health of the modern school student personality in safe educational environment. *Bulletin of Vyatka state humanities university, No. 3 (3)*, 139-142.
- Likhachev, B. T. (1979). *General problems of school students' education*. Moscow: Prosveshcheniye. 167p.
- Minullina, E. I. (2006). *Moral education of a woman in Tatar democratic pedagogy*: Abstract of PhD Thesis. Tatar State Humanitarian-Pedagogical University, Kazan, Russia. 20p.
- Shadrikov, E. L. (2002). *Introduction to psychology: abilities of the person*. Moscow: Logos. 160p.
- Sirotkin, L. Y. (1993). *Theory and practice of formation of socially steady school student personality*: Abstract PhD Thesis. Kazan State Pedagogical University, Kazan, Russia, 28p.
- Sukhomlinsky, V. A. (1978). *How to bring up the person with true character*. Minsk: Nar. sveta. 288p.
- Valeeva, R. A. (1997). *Theory and practice of humanistic education in European pedagogy*: Abstract of PhD Thesis. Kazan state pedagogical university, Kazan, Russia, 35p.