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## **FORMATION OF STUDENTS' VALUE ATTITUDES IN THE PROCESS OF STUDYING FOREIGN LITERATURE**

*This article discusses the formation of students' value attitudes when studying foreign literature, in accordance with which the results of the control are analyzed.*

*This study has shown the urgent need for the formation of value orientations in teaching students foreign literature. The developed methodology has determined that it is independent structural education that stimulates students' academic activity and personal motivation.*

*The results of the completed tasks showed some positive changes in the formation of students' value orientations according to the basic data of the comparative analysis. The overall indicator of a high level of formation of value attitudes among students who studied according to the experimental method was 14.2 % higher than in the control groups.*

*This research article examines an experimentally confirmed hypothesis that has shown its effectiveness using such effective methods as the introduction of interactive technologies in the teaching of foreign literature, based on the main indicators for the formation of students' value attitudes.*

*Keywords: formation of value orientations, foreign literature, university, experiment, spiritual values, methodology, literary education.*

### **Introduction**

The growing role of humanitarian education in the perception of the cultural values of different people, the spiritual heritage of mankind actualizes the problem of attracting students to the best achievements of world literature and culture, universal and national values, cultivating a high reading and general culture. The increasing role of literature in the intellectual development of the individual is determined by the specifics of artistic creativity as a special form of spiritual and practical activity. Currently, academic educators attach great importance to personal development. This is systematically considered in the research papers

of Robert Sternberg [1], N. Mercer [2], G. K. Selevko [3]. One of the priorities of the modern educational process is the formation of students' value orientations in the process of their literary education. Using various means of expression, foreign literature ensures the development of aesthetic tastes and preferences of readers forms a culture of interpersonal relations, promotes the education of mercy, nobility, humanity, tolerance, which constitute the main enduring values for both an individual and all people.

The formation of value orientations is a complex pedagogical process that should be considered as an integral system of interaction of all its constituent components. In general, N. A. Astashova [4] touches on the problem of value formation in her work from different sides. The methodological system of formation of students' value orientations is a unity of purpose, content, principles, methods, techniques and forms of influence on the formation of literary knowledge and skills of students, the ability to conduct a dialogue, to give convincing arguments while studying works of foreign literature.

Offering a general concept of the formation of students' value orientations, we go out to actualize certain categories of socio-social, moral, ethical and spiritual values, orientation to the value potential of the work, which is studied on the basis of the fact that the development of students' ability to choose positive values is important in modern literary education.

### **Materials and methods**

To solve the tasks set, the following research methods were used in the work: theoretical – analysis of philosophical, psychological, pedagogical, sociological, literary and methodological literature on the problem of research; state documents regulating the process of literary education in the Republic of Kazakhstan; analysis of existing programs, textbooks, teaching aids; generalization of the experience of teachers of foreign literature; empirical – observation of the educational process in the classroom of foreign literature, conversations with teachers and students, questioning of teachers and students, analysis of oral and written works of students, stating and forming the stages of the experiment. To obtain quantitative and qualitative characteristics, the method of statistical processing, systematic and qualitative analysis of the results obtained was applied.

### **Results and discussion**

We consider a work of fiction in the lesson as a cultural phenomenon of a certain people of a specific historical epoch. We perceive the fictional text in the aspect of acquaintance with the personality (the author, the heroes of his work, with a different point of view inherent in the reader), the history of the era, the peculiarities of ethnoculture, traditions, and the like. The interpretation of the literary writings based on an understanding of the cultural and historical conditionality of the author's idea and the regularity of the unequal perception of it by readers of different eras with a

different value system and mentality. Through this, interpretation can be defined as a holistic interpretation by the recipient of a literary writings aimed at deepening readers' perceptions, value judgments by concretizing and reconstructing textual elements, when the reader, overcoming difficulties in understanding what he has read, tries to date or reconstruct an artistic text, deepens figurative characteristics, motivates the actions and deeds of characters. When analyzing a work on the basis of textual and non-textual materials, various interpretations (cultural, critical, literary, and artistic), ideas and assessments are deepened, preliminary interpretations are updated, and skills are formed to argue their own interpretation.

Relying on the experience of native and foreign scientists, on new approaches to solving the problems of literary education, exploring the work, we go from analyzing the text to interpreting its content, and then to comprehending and assimilating the spiritual and imaginative world of the author. We see the ways of implementing this process primarily in the purposeful selection of educational material, the content of which asserts spiritual and moral values, awakens interest in moral and ethical problems. First of all, we choose such personally weighty epic works of foreign literature as «Portrait of Dorian Gray» by W. Wilde [6], «Transformation» by F. Kafka [7], «The Old Man and the Sea» by E. Hemingway [8]. Based on these works, we give their content and value characteristics (see Table 1).

Table 1 – Content-value characteristics of the studied epic works of foreign literature

№ /o	Author, title of the work	Fragments of the studied works	Value characteristics of the work
	<p>O. Wilde «Portrait of Dorian Gray» Oscar Wilde is one of the most famous writers of his time, a thinker who offered a new understanding of art and its role in human life and society. He was a supporter of the idea of «art for art's sake», which was quite common during the XIX century. The figure of Oscar Wilde is quite odious in world literature. Critics treat his works with prejudice, since the content of most of them is ambiguous and veiled.</p>	<p>Dorian Gray falls in love with Sybil Wayne and dreams of getting engaged (IV). – The first changes in the portrait. – Sybil's suicide. Dorian hides the portrait so that no one can see his shame (VII – X). – From vices to crime. The murder and destruction of Basil Hallward. The suicide of Alan Campbell. Adrian's hangout (opium). Meeting with Sybil Wayne's brother James (XIII – XIV, XVI). – Dorian destroys the portrait-«conscience» (XX).</p>	<p>It is necessary to focus on: – philosophical, ethical and moral problems raised in the novel: beauty, good and evil, pleasure, the meaning of human existence; revealing the central conflict of beauty and morality; – the embodiment in the work of the problem of the relationship between morality and art; – showing the harmful consequences of a criminal lifestyle; – destruction of the value system. Orientation to universal values; to goodness as beautiful; to the inner beauty of a person, which is synonymous with kindness, which is manifested in actions.</p>

<p><i>E. Hemingway «The Old Man and the Sea» Ernest Hemingway is one of the brightest writers of the twentieth century. He sees the human soul as an arena of struggle between good and evil, in which both self- knowledge and spiritual evolution, self-improvement take place.</i></p>	<p><i>– Old Santiago’s duel with fish, sharks, himself.</i></p>	<p><i>It is necessary to focus on: – the victory of life and the spiritual principle of man – the quintessence of Santiago’s philosophy of life («... Man is not created for defeat... A person can be destroyed, but it is impossible to overcome»); – the symbolic connection between the images of old Santiago and the guy Manolino. Orientation to the power and greatness of man, the importance of the harmony of man and the World; ethical concepts of good and evil, greed and nobility.</i></p>
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In addition, we focus on three ways of organizing interactive learning: a) group; b) collective; c) collective-group. According to P. I. Pidkasisty, using methods in the classroom, it is possible to control the way of thinking of students. From the given material, students highlight the most important, compare with other things, systematize, generalize, clarify, model it [9, 640 p.]. Academician Yu. N. Babansky paid special attention to methods of monitoring the effectiveness of educational and cognitive activity [10, 256 p.]. For example, while studying O. Wilde’s novel «The Portrait of Dorian Gray», groups of artists and actors are working to select thematic material that will help to better understand the moral and ethical problems of society at that time. Group work not only reveals their abilities, but also makes learning outcomes an achievement for everyone, forming the ability to conduct a dialogue and communicate tolerantly, which is especially important in educational activities and not only.

To test the effectiveness of the proposed methodological model for the formation of students’ value orientations, a formative experiment was conducted.

Methodological support of the pedagogical experiment provided for the following components:

- theoretical model of formation of students’ value orientations;
- research training program;
- criteria for the formation of value orientations;
- list of students’ skills and abilities;
- methodological recommendations for teachers on the organization of the process of formation of value orientations;
  - a system of tasks for checking and monitoring the level of formation of value orientations.

KNWTTU was chosen as the experimental base of experimental training, where ascertaining cut was also carried out. 60 students were involved in the experiment, 35 of whom studied in experimental groups, 25 in control groups.

This work was carried out during the study and assimilation of the entire course of foreign literature. The training was carried out by the same teacher in control classes according to the traditional methodology, in experimental classes – according to the program developed during the study. Control over the level of formation of students' value orientations was carried out by performing special tasks at all stages of the study of the work.

The program of the formative experiment was developed on the basis of the State Standard. Among the main requirements for the students' skills and abilities were the ability to independently formulate their own opinion about the work, analyze its content, the essence of the moral conflict and their own ethical position regarding it.

The experimental training program consisted of three stages: preparatory, basic and final. Let's consider the specifics of each of these stages in more detail.

So, at the first stage, preparatory work was carried out, which consisted in the selection of materials, the preparation of methodological recommendations for teachers, the definition of control and experimental groups, the development of criteria and levels of formation of students' value orientations, familiarization of students with the materials of the pedagogical experiment.

The second stage provided the implementation of experimental-training learning, the target of which was to purposefully change approaches to the formation of students' value orientations in accordance with the hypothesis of the study and its objectives. In addition, during the experiment, the levels of literary development of students and the degree of formation of their value orientations were determined.

At the third stage of the formative experiment, the results of experimental training are summarized based on the analysis of teacher questionnaires, as well as written responses of students to creative and test tasks aimed at determining the level of formation of students' value orientations.

At all stages of the experimental study, the formation of value orientations was tested in experimental classes.

Observation of the educational process, diagnostic control in the classroom, conducting cross-sectional work to determine the level of formation of students' value orientations allowed us to determine the effectiveness of the formative experiment.

The effectiveness of the proposed methodology for the formation of value orientations was determined based on the awareness of students with the value potential of works of foreign literature, with the ability to operate with the

knowledge of the text. The control check of students' academic achievements in experimental groups provided for the identification of the effectiveness of the methodology for the formation of students' value orientations.

The purpose of the cross-sectional work in the control groups was to establish the level of formation of value orientations, which was achieved in the process of the traditional learning system. Students of control and experimental groups are invited to answer the same questions and solve the same tasks that allowed to establish the level of formation of value orientations at different levels of education. The criteria for assessing the academic achievements of students in the EG and CG were determined in accordance with the level of formation of high, sufficient, medium and low, while the complexity of the tasks was equivalent. Additionally, we will name the main parameters of each of these levels.

A sufficient level is demonstrated by students who know and understand the text of a literary work, but show insufficient personal attitude to the image. Students have a sufficient level who are aware of the images, plot, conflict, composition of the work as an opportunity to know the spiritual world of a person, his character, views on the environment and the place of a person in it, perceive and explain the experiences of the characters, analyze their actions from the point of view of generally accepted norms of human behavior.

The average level – assumes the presence of fragmentary knowledge of the text of the literary work, the lack of explanations of their own understanding of the problems raised by the author. This level includes students who do not sufficiently evaluate the phenomena, events, actions of the characters reflected in the text, comprehend the moral, ethical, aesthetic positions of literary characters.

The low level of formation of value orientations is characterized by the students' lack of knowledge of the text of a literary work, low educational motivation, and superficial knowledge of values. Students name the genre of the work, the main characters, their actions, but they cannot always differentiate values and give them their own explanation

The levels of formation of students' value orientations were determined based on the performance of various tasks, as a result of which the students' abilities to independently use the knowledge acquired in literature lessons were revealed.

The effectiveness of the proposed methodology for the formation of students' value orientations was tested as a result of performing various types of work. In particular, this was facilitated by a written test and creative tasks aimed at determining the level of formation of value orientations

After studying each of the training topics, the same tasks were offered for thematic certification in both control and experimental groups.

Answering the test questions, most of the students of the control groups inaccurately stated the facts from the life of the writer and the professional



activity of one of the characters, incorrectly determined the ideological content of A. Wilde's novel «Portrait of Dorian Gray»; students found it difficult to explain the symbolic image of the plague in the novel.

In experimental groups, the definition of the leading idea of the work and symbolic images indicates sufficient assimilation of literary material by students, their high level of cognitive motivation to study fiction and the development of general educational skills (understanding the author's vision of social and moral and ethical problems of their time, interpretation of the content of the studied work). For example: «Lord Henry claimed that the secret of happiness is in search of beauty. But you need to know exactly what you are looking for and where to look. Beauty should be sought in a person whose main thing is the content of life and a pure soul.»

A significant number of control group students hesitated with the answers. Conversely, the students of the experimental groups give the opportunity to observe how, thanks to the purposeful work of the teacher with a focus on awareness of their responsibility for the choice made, on the cultural values that the family gives to a person, and during the execution of the relevant tasks, the students consistently explained what the tragedy of the hero about whom the crime was committed.

Answering the following test question «What features would a modern Dorian Gray have under the influence of the present?», almost all students of the experimental groups are sure that he would have even worse features than in the work «Portrait of Dorian Gray». He would have become even more cynical, more rude and cruel, would have destroyed even more human destinies. Thus, «Dorian would be comfortable in our time when priorities, goals, aspirations, moral values and human virtues are changing»

There were significant differences in the indicators of educational achievements of students of experimental and control groups during the performance of creative tasks. Certain successes were observed in the responses of EG students who performed tasks involving actions for generalization, application and transfer of literary knowledge and reading skills mainly beyond the limits of the work being taught.

Comparison of answers to the questions of students of control and experimental groups, as well as the grades they received for the performance of specific tasks made it possible to determine the generalized level of formation of students' value orientations – high, sufficient, medium and low. Qualitative and quantitative differences at these levels are presented in table 2.

Table 2 – Results of formation of students' value orientations

Course	Indicators of formation of students' value orientations by levels ( % )							
	High		Sufficient		Medium		Low	
	EG	CG	EG	CG	EG	CG	EG	CG
3	31,9	8,8	38,1	32,3	25,2	35,8	6,3	22,1

The results of the control tasks of the experiment indicate significant positive changes in the development of the formation of value orientations of students of experimental groups. The data obtained allow us to state significant positive results of the proposed methodology. In Figure 1, their indicators are presented as a percentage.

The obtained data on the levels of formation of students' value orientations, given in the diagram, allow us to draw the following conclusions:

- the percentage of students with a low level of formation of value orientations in experimental groups is noticeably decreasing;
- in the control groups, the cross-sections show a similar tendency to decrease the percentage of students with a low level of formation of value orientations;
- observations of a group of students with a sufficient level of formation of value orientations indicates that in the control groups the number of students with this level increased by 4.7 %, and in the experimental groups – by 9.1 %;
- in a group of students with a high level of value orientations, the vast majority were students from experimental groups;
- In the control groups, the number of students who belonged to the category of students with a high level of formation of value orientations almost didn't change 8 % and 8.8 %, respectively, and in the experimental groups – increased to 31.9 %

So, a comparative analysis of the indicators of the formation of students' value orientations convincingly testifies to the effectiveness of the implemented methodology. Quantitative and qualitative indicators of the results of the students' performance of the proposed tasks indicate that the training according to the developed methodology allowed to show the best results of academic performance, positively affected the overall literary development of students.

To verify the reliability of the results of experimental training, a questionnaire and individual conversations were conducted with teachers of foreign literature who took part in the formative experiment. Teachers were asked to answer questions:

– How did the proposed method of forming students' value orientations affect their overall literary development? What facts confirm this?

– What effective types and forms of work, other than those used, would you suggest for experimental; training?

– Did you have any difficulties during the experiment? What is in your opinion, can explain their appearance?

The analysis of the teachers' answers shows that all the students involved in the experiment positively assessed the effectiveness of the proposed methodology and its impact on increasing the level of formation of students' value orientations; noted that this, in turn, had a positive effect on the general level of students reading culture, aroused interest in reading works of foreign literature. The teachers also drew attention to the fact that the students of the experimental groups, compared with the control groups, significantly increased the indicators of deep knowledge of the text of a literary work, the presence of beliefs in the significance of values, the ability to justify an emotional and evaluative attitude to the problems raised by the author, to find the key dominants of the text. They also noted an increase in the level of skills of students of experimental groups, which was expressed in such qualities as a reasoned expression of their own opinion about the work they read, perception and explanation of the experiences of the characters, analysis of their actions taking into account the generally accepted rules of human behavior.

So, the results of the questionnaire and individual conversations with teachers give grounds to state the effectiveness of the proposed methodology for the formation of students' value orientations. Checking its effectiveness and expediency of application during the formative experiment showed a qualitative increase in the level of formation of students' value orientations in particular and literary education of students in general.

### **Conclusion**

The conducted training experiment aimed at the formation of students' value orientations in the process of analyzing epic works of foreign literature allows us to conclude that the proposed methodology has a positive effect on the effectiveness of teaching. Thus, a comparative analysis of the results of completed tasks demonstrated significant positive changes in the formation of value orientations among students. The overall indicator of a high level of formation of value orientations among students who studied according to the experimental methodology is much higher than in the control groups. Thus, training according to the developed methodology allowed to show the best results of academic performance and had a positive impact on the development

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## ШЕТЕЛ ӘДЕБИЕТІН ОҚУ ПРОЦЕСІНДЕ СТУДЕНТТЕРДІҢ ҚҰНДЫЛЫҚ КӨЗҚАРАСТАРЫН ҚАЛЫПТАСТЫРУ

*Бұл мақалада шетел әдебиетін оқуда студенттердің құндылық көзқарастарын қалыптастыру туралы сөз етіліп, осыған сай бақылау нәтижелері сараланады.*

*Бұл зерттеу студенттерге шетел әдебиетін оқытуда құндылық бағдарларын қалыптастырудың өте қажеттілігін танытты. Өзірленген әдістеме студенттердің оқу белсенділігі мен жеке мотивациясын ынталандыратын дербес құрылымдық білім болып табылғанын айқындады.*

*Эксперименттік әдістеме бойынша оқыған студенттерде құндылық көзқарастарының қалыптасуының жоғары деңгейінің жалпы көрсеткіші бақылау топтарына қарағанда 14,2 %-ға жоғары болды. Осы зерттеу мақалада студенттердің құндылық көзқарастарын қалыптастыру жөніндегі негізгі көрсеткіштерге сүйене отырып, шетел әдебиетін оқытуда интерактивті технологияларды енгізу сияқты тиімді әдістерді қолдану арқылы*

*өзінің тиімділігін көрсеткен гипотезаның эксперименталды түрде расталғандығы қарастырылады.*

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## **ФОРМИРОВАНИЕ ЦЕННОСТНЫХ УСТАНОВОК СТУДЕНТОВ В ПРОЦЕССЕ ИЗУЧЕНИЯ ИНОСТРАННОЙ ЛИТЕРАТУРЫ**

*В данной статье рассматривается формирование ценностных установок студентов при изучении иностранной литературы, в соответствии с чем анализируются результаты контроля.*

*Данное исследование показало острую необходимость формирования ценностных ориентаций при обучении студентов иностранной литературе. Разработанная методика определила, что именно самостоятельное структурное образование стимулирует академическую активность студентов и личную мотивацию.*

*Результаты выполненных заданий показали некоторые положительные изменения в формировании ценностных ориентаций студентов, согласно основным данным сравнительного анализа. Общий показатель высокого уровня сформированности ценностных установок у студентов, обучавшихся по экспериментальной методике, был на 14,2 % выше, чем в контрольных группах. В данной исследовательской статье рассматривается экспериментально подтвержденная гипотеза, которая показала свою эффективность с использованием таких эффективных методов, как внедрение интерактивных технологий в преподавание иностранной литературы, основанных на основных показателях формирования ценностных установок учащихся.*

*Ключевые слова: формирование ценностных ориентаций, иностранная литература, университет, эксперимент, духовные ценности, методология, литературное образование.*

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