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**MORAL AND AESTHETIC EDUCATION OF STUDENTS BY MEANS OF FOREIGN LANGUAGES
IN DIGITAL ENVIRONMENT**

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Abstract

Conceptual direction of the state educational policy of the Russian Federation is the upbringing of a highly moral and aesthetically educated person. The whole educational process should be organized in such a way that the acquisition of knowledge is accompanied by the cultivation of values contributing to the development of inherent creative and intellectual abilities of a person. In accordance with the Law “On Education in the Russian Federation” and the Federal State Educational Standards of Basic General Education (hereinafter – FSES BGE), an integral part of the sociocultural competence of students, along with their knowledge in various fields of human activity, is the acquisition of spiritual, moral and aesthetic values. The results of mastering the educational program of basic general education, set by the Law and standards, include the development of moral awareness and competence in solving moral problems based on personal choice, the formation of moral feelings and ethical behavior, a conscious and responsible attitude to one’s own actions, the development of aesthetic appreciation of cultural heritage of the peoples of Russia and the world. Meeting these challenges entrusted to the entire system of school education, including teaching foreign languages as its intrinsic part.

Keywords

Foreign language teaching – Moral and aesthetic education – Foreign language culture

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Introduction

Moral and aesthetic education is the basis for the formation of a humanistic consciousness of a citizen, which determines his/her actions and behavior, interaction with family, society and, ultimately, the entire state. The culture of any country is most represented by its language, reflecting the values and identity of this people. Acquaintance with national values, moral and ethical qualities of peoples of different countries and their adoption is complicated by language barriers caused by lack of a foreign language knowledge.

Students' perception of a foreign language culture occurs through the prism of their native culture and values, and the prevailing ideas and stereotypes about other cultures. In the process of teaching foreign language and getting to know the country, these ideas and stereotypes could change. The goal of moral and aesthetic education is learning about yourself through the experiences of others as subjects of multicultural environment. Foreign language lessons give an idea of the culture and values of the people of another country through their language, which is a bridge to understanding and acceptance of other moral values and cultures. A foreign language teacher shows students the cultural and aesthetic value of the language as an integral part of the world cultural heritage and treasures of the country where the target language is spoken.

Being in society, a person becomes a part of social consciousness, the bearer of its norms and ideals. Aesthetic consciousness is considered as a type of social consciousness. The forms of aesthetic consciousness are diverse: material (symbolic), ideological, spiritual and practical. It can be expressed as an aesthetic image, aesthetic theory and art, a moral act and project activity, a scientific discovery and sporting achievement, etc. Each nation has its own aesthetic consciousness, and a person studying the language and culture of another country should get acquainted with its aesthetic ideas and norms¹.

Aesthetics (from the Greek Aisthetikos, meaning esthetic, sensitive, sentient, pertaining to sense perception) is the doctrine of beauty. According to the outstanding Russian culturologist Prof. Yu.B. Borev, aesthetics is a philosophical science dealing with universal values, the history of their origin and development, their perception and evaluation. The principles of aesthetics are reflected in any kind of human activity, and, first of all, in art². By the definition of I.F. Goncharov, aesthetic education is a system of interaction aimed at developing and improving a person's ability to perceive, feel, appreciate and create the beautiful and the sublime in life and art³.

Aesthetic ideas about the beauty in different cultures are very similar, but you can understand the aesthetics of a foreign culture only by mastering the language of the country. The beauty of performing arts, literature, folklore, oral speech cannot be perceived without knowledge of the language. Therefore, the study of aesthetic traditions and culture of the countries of the target language is an integral part of the teaching intercultural communication.

¹ A. S. Bobunova, "Theoretical aspects of moral and aesthetic education of schoolchildren in a foreign language education", *Psychology of education in a multicultural space*, Yelets Vol: 2 num 34 (2016): 49-55.

² Yu. B. Borev, *Aesthetics: Textbook* (Moscow: Higher school, 2002).

³ I. F. Goncharov. *Aesthetic education of schoolchildren* (Moscow: Politizdat, 1989).

Morality is a concept and phenomenon bordering on ethics and aesthetics, largely influenced by the historical development of society. Ethics (from Greek ethos, meaning character, moral nature) is the doctrine of good, the meaning of life and happiness, dealing with the norms and principles of moral behavior of people in society, in a community. The concept of morality includes moral beliefs, values and moral behavior. Their formation occurs in the process of individual development through the socio-cultural and educational functions of morality⁴.

Literature review

Modern linguodidactics has accumulated a considerable amount of experience in the spiritual development of students in the process of teaching a foreign language in secondary school. The analysis of theoretical works revealed issues and topics of concern to researchers in recent years:

- the methodology for the development of moral and aesthetic culture of secondary school students⁵;
- organizational and pedagogical conditions of spiritual and moral education of secondary school students⁶;
- moral and aesthetic potential of computer didactic technologies^{7,8};
- applying a competency-based approach to the upbringing of moral values in the process of teaching foreign languages⁹;
- development of a model of moral and aesthetic education of primary school students based on the use of musical visualization in teaching a foreign language¹⁰;

⁴ O. S. Bogdanova, Moral education of high school students (Moscow: Education, 1988); E. V. Bondarevskaya, Formation of the moral consciousness of secondary school students: autoreferat dis. Doctor Ped. Sciences: 13.00.02 (Leningrad, 1980) y M. A. Veyt y N. V. Vasiliev, "Moral self-improvement during the educational process", Pedagogical and biomedical problems of development, education and training of students num 3 (1999): 3-6.

⁵ E. Dolzhich y S. Dmitrichenkova, Computer science terminology (a case study of the Spanish language) (Valencia: INTED2018: Proceedings of the 12th International Technology, Education and Development Conference, 2018).

⁶ M. Sergeeva; A. Shumeiko; A. Serebrennikova; A. Denisov; N. Bondarenko y E. Getmanova, "Innovative pedagogical experience in practice of modern education modernization", Modern Journal of Language Teaching Methods Vol: 8 num 11 (2018): 814–823.

⁷ M. G. Sergeeva; V. Yu. Flyagina; I. V. Taranenko; E. V. Krasnova y A. V. Vilkova, "The interaction of labor market and educational services market considering social partnership mechanism and specificity of the regional educational policy", Ponte Vol: 73 num 12 (2017).

⁸ M. G. Sergeeva; N. G. Bondarenko; T. A. Shebzuhova; B. A. Solovyov; D. V. Parinov; L. A. Shvedov y A. P. Ovchinnikov, Verification of management-support of professional and educational trajectory of students in the socio-cultural educational environment of the university. Amazonia Investiga Vol: 8 num 18 (2019): 5-14.

⁹ S. Sharonova; N. Trubnikova y N. Sokolova, "Interpreting religious symbols as basic component of social value formation", European Journal of Science and Theology Vol: 14 num 3 (2018): 117-129.

¹⁰ P. Gorev; N. Telegina; L. Karavanova y S. Feshina, "Puzzles as a didactic tool for development of mathematical abilities of junior schoolchildren in basic and additional mathematical education",

- methodology for the implementation of moral and aesthetic education by means of artistic culture¹¹;
- moral and aesthetic potential of ICT in the process of teaching a foreign language¹²;
- specifics of the ICT in foreign language education¹³.

Numerous studies of Russian educators made it possible to conduct a comprehensive analysis of moral and aesthetic education of secondary school students in the process of teaching communication in foreign language by means of artistic culture and propose appropriate solutions. We analyzed various areas of research, namely:

- early and primary foreign language education¹⁴;
- the patterns of the interaction of students in the process of foreign language communication¹⁵;
- moral foundations of education in general¹⁶;
- the specifics of using various means of artistic culture in the educational process¹⁷;
- the provisions of developmental psychology, significant for education in general and foreign language education in particular¹⁸;

Eurasia: Journal of Mathematics, Science and Technology Education Vol: 14 num 10 (2018): 178-185.

¹¹ S. Wang; N. Gorbunova; A. Masalimova; J. Bírová y M. Sergeeva, "Formation of academic mobility of future foreign language teachers by means of media education technologies". Eurasia Journal of Mathematics, Science and Technology Education Vol: 14 num 3 (2018): 959-976.

¹² M. Sergeeva; N. Bondarenko; T. Shebzuhova; A. Vartumyan y S. Lesnikova, "Scientific substantiation of the conception of continuous economic education development", Turkish online journal of design art and communication (TOJDAC) num 8 (2018): 178–185.

¹³ S. Blinova; T. Dugina y A. Zabolotskikh, Teaching mixed nationality groups (on the example of students from the Northern Caucasus region) (Valencia: INTED2018: Proceedings of the 12th International Technology, Education and Development Conference, 2018), 7977-7982

¹⁴ S. Neverkovich; I. Bubnova; N. Kosarenko; R. Sakhieva; Zh. Sizova; V. Zakharova y M. Sergeeva, "Students' internet addiction: study and prevention". Eurasia Journal of Mathematics, Science and Technology Education Vol: 14 num 4 (2018): 1483-1495.

¹⁵ J. Bírová; P. Kružlík; A. Kalimullin; N. Sokolova; Z. Haroun; R. Králik y D. Vasbieva, "Mathematical and Statistical Bibliometric Indicators for Scholars in the Field of Romance Languages and Linguistics", Eurasia: Journal of Mathematics, Science and Technology Education Vol: 14 num 12 (2018).

¹⁶ V. Utemov; R. Khusainova; M. Sergeeva y V. Shestak, "Full Packaged Learning Solutions for Studying Mathematics at School", Eurasia Journal of Mathematics, Science and Technology Education Vol: 14 num 12 (2018).

¹⁷ Y. Volkova y N. Panchenko, "Discourse variation of the concepts of destructive emotions. Vestnik Rossiiskogo Universiteta Druzhby Narodov", Russian journal of linguistics Vol: 22 num 1 (2018): 175-194.

¹⁸ M. G. Sergeeva; S. V. Gubarkov; K. Yu. Zhigalov; I. I. Kurmaeva y A. V. Tolmachev, "Quality management of services of the higher education", Ponte Vol: 74 num 1 (2018): 34-47.

- the problems of moral education concerning the introduction children to culture¹⁹.

Generalization of the successful educational practices indicates that the aesthetic and moral development of students is inextricable and should be an integral part of foreign language education, embodying the best examples of world and national culture. The implementation of moral and aesthetic education, according to many authors, should be aimed at the emotional response of children to the phenomena of culture and social life that are accessible to their understanding in the context of the globalization.

Research methodology

The point of view of Russian linguists E.M. Vereshchagin, V.G. Kostomarov on the problem of the sociality of language consists in the fact that the nature of language should be understood as the dialectical unity of the verbal means of communication and public consciousness, or, in more defined terms, as the unity of language and national culture. The authors identified the following, most important for linguistic and regional studies, language functions:

1) communicative function. Communication is successful if the speakers share common background knowledge. When teaching a foreign language, this knowledge is provided in the information about the country, for example, about its geography, history, outstanding personalities, everyday life, social conventions, customs and traditions, environmental problems, etc. In the process of learning the language, in addition to the listed background topics, cultural, political, environmental, sports and other relevant areas should be used for expanding the horizons and increase the cultural level of students;

2) cumulative function. The language possesses not only the ability to transmit information, but also reflects, captures and stores knowledge about the world around it. Obtaining knowledge in a particular field of science and practice is impossible without studying world experience transmitted through scientific literature, research articles, international conferences and meetings of scientists, international exchange programs, as well as through the organization of academic research and educational programs;

3) directive function consists in directing, acting, identity-shaping personality²⁰.

The knowledge of a foreign language culture should achieve the level of personal awareness and perception, based on the acquisition of concepts, knowledge and an emotionally-valuable attitude and judgment. The model of this process could be approximated to acculturation, that is, recognition by a person whose personality was formed under the conditions of one cultural model, the norms and values of another culture and the formation of a positive attitude towards speakers of other languages. Acculturation is a process in which an individual adopts, acquires and adjusts to a new cultural environment.

¹⁹ M. G. Sergeeva; T. M. Stepanyan; A. A. Spector; M. S. Komov; N. A. Latysheva; I.V. Okhotnikov y L. A. Shvedov, "Formation of economic competence of the head of the educational organization in terms of professional development. Revista San Gregorio num 30 (2019).

²⁰ E. M. Vereshchagin y V. G. Kostomarov, *Language and Culture: Linguistic Studies in the Teaching of the Russian Language as a Foreign Language* (Moscow, Russian language, 1990).

Foreign language teaching is aimed at creating positive attitude towards the people of the country where the target language is spoken and its culture. The study of languages is undertaken with the aim of convergence of nations, not separating, but only in case of mutual recognition of their merits²².

The moral and aesthetic culture is the foundation of personal qualities, motivator and key to successful activities for personal and public good. Its formation among students is the primary goal of school moral and aesthetic education. The moral and aesthetic education of basic school students by means of a foreign language is a sociocultural process of targeted interaction between the teacher and students on the basis of a dialogue between foreign and native cultures, in which conditions are created for students to self-educate and develop the ability to perceive and appreciate the beautiful in life and art, to improve the world around us drawing on the humanistic ideals, universal values and ethical and moral norms.

Result Analysis

Moral and aesthetic education, first of all, is the formation of the student's motive and desire for self-improvement. The spiritual orientation of communicative interaction will be realized only when the moral-aesthetic component is included in the motivational sphere of personality. With the emergence of digital environment, the cognitive and communication needs of students are largely met in the Internet space. The introduction of a moral and aesthetic component in the process of Internet-mediated communication contributes to the growth in a student's motivation to educational activities (Table 1.).

<i>Communicative need</i>
Discussion of moral and social issues in a foreign language via e-mail, chatting, forums, social networks. Acquaintance with written speech etiquette in the process of electronic correspondence
<i>Cognitive need</i>
Reading blogs, watching videos of interview fragments and programs in a foreign language that have a social focus. Finding information on a moral issues, getting to know current news, as well as distance forms of upbringing and self-education, etc.
<i>Need for play-based learning</i>
Participation in group and paired computer games with patriotic and moral bias

Table 1

Examples of the implementation of moral and aesthetic educational components in the Internet-mediated communication in a foreign language education

Introducing the moral and aesthetic component, the teacher should adhere to the phased work, justified by the conditions of Internet communication. It is advisable to divide all the work into three stages: introductory, main and final. Below is a phased algorithm of educational work with the use of Internet communications for the development of moral and aesthetic qualities of students in the process of teaching a foreign language (Table 2.).

STEP 1. INTRODUCTION	
STAGE 1. INTRODUCING STUDENTS TO THE INTERNET INTERACTION PROGRAM FOR THE DEVELOPMENT OF MORAL AND AESTHETIC QUALITIES	
Teacher	Students
Announces the goals and objectives of Internet communication. Gives a plan and rules for working in the program. Outlines the project and creative work plan. Provides an assessment of moral qualities and aesthetic taste of students.	1. Ask questions regarding the curriculum, program and educational activities. 2. Participate in a conversation to determine the level of moral qualities and aesthetic taste.
STAGE 2. INTRODUCTION OF THE RULES OF INTERNET INTERACTION	
1. Explains the rules of conduct and work in a chat or program, gives tips for subsequent tasks. 2. Indicates performance criteria	Learn the rules of conduct and work in a chat or program, ask questions.
STEP II. MAIN WORK	
Teacher	students
Stage 3. Carrying out remote work	
1. Indicates a problem for discussion. 2. Gives samples of speech etiquette and clichés for building dialogue. 3. Monitors lexical, grammar, punctuation, spelling and stylistic errors.	1. Conduct a dialogue on the identified problem. 2. Independently look for additional material to solve the problem. 3. Seek help from tutors.
Stage 4. Class work	
1. Organizes test control. 2. Provides an interim assessment of students' activity. 3. Defines difficulties in communication and ways to overcome them.	1. Perform verification tasks. 2. Discuss difficulties in communication. 3. Search for ways to overcome difficulties.
Stage 5 . Work with podcasts	
1. Gives recommendations on the creation of podcasts. 2. Divides students into working groups. 3. Defines topics for discussion.	1. Express wishes on the thematic content of podcasts. 2. Unite in working groups. 3. Ask questions.
STEP III. FINAL	
Step 6. Self- and peer evaluation. Students speak about the success of their work in the program. Evaluate the performance of the work. Discuss ways of further work.	
Step 7. Assessment by the teacher. The teacher monitors students' activity. Provides an oral assessment of students' evaluation of moral problems and their decisions. Carries out work on speech errors.	

Table 2

Algorithm for the development of moral and aesthetic qualities of students in the process of teaching a foreign language using Internet communications

Conclusion

The specifics of moral and aesthetic education in the digital educational environment comes from the impact of computerization on the educational process. Moral and aesthetic education in the context of the digital learning technologies is aimed at creating a value-based foreign language environment. The task of moral and aesthetic education in the context of the information and communication technologies is to transfer the culture of communication from the real life into virtual space while preserving its aesthetic forms and ethical standards (using words according to their meaning, observing stylistic, grammar and spelling rules in written communication, transferring content and the tone of communication by means of the literary language, the observance of speech etiquette, including the non-use of obscene and abusive language, respectful attitude to the opinion of the interlocutor).

Internet communication has great potential for creating new learning technologies. With the competent work of the teacher, the remote work of students in chat rooms, forums and social networks could serve as a resource for the development of moral and aesthetic qualities. To implement educational tasks, it is important for the teacher to understand the motivational sphere of students and introduce the moral and aesthetic component of teaching a foreign language, including it in the work that arouses the interest of students. Knowing the peculiarities of students' conduct in the Internet-mediated interaction, a teacher could prevent complications arising from the habit of using the network for entertainment.

The phased algorithm for the development of moral and aesthetic qualities of students in the process of teaching a foreign language, suggested in this research, will help the teacher competently organize own work and the work of students using Internet communications.

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