

A. A. Lytko

### INTERRELATION OF THE LEVEL OF MORAL COMPETENCE OF ADOLESCENTS AND THEIR ATTITUDE TO THEMSELVES AS A SUBJECT OF MORALITY

*The article is devoted to the consideration of the results of the correlation analysis between the level of moral competence of adolescents and their attitude towards themselves as a subject of morality (acceptance, position in moral reflection, differentiation of assessment, subjectivity).*

In adolescence, a qualitatively new “social situation of development” (L. S. Vygotsky) is observed; elements of adulthood appear because of the restructuring of the body and the emergence of a different level of self-consciousness. On this basis, a teenager builds relationships with adults and peers; his self-determination takes place in the field of universal human values and communication between people. On the one hand, a child, on the other hand, not yet an adult acquires the skills of interpersonal communication with peers of his own and the opposite sex, strives for relationships that are more independent with his parents. During this period, the system of values is ordered; attitude towards oneself, other people, and society as a whole is formed [1].

In modern Belarusian society, there is transformation of social relations – the transition from traditional collectivism to individualism: relations of equal exchange and benefit are increasingly replacing relations of cooperation and cooperation. The value break that occurred a little more than a quarter of a century ago has not yet received an unambiguous development towards a new system of morality [2, p. 630]. The study of the problem of the relationship between the moral competence of a modern teenager and the development of his moral subjectivity is an attractive relevance.

The empirical study involved 120 students divided into two diagnostic groups: middle school age (grades 8-9) and senior school age (grades 10-11), studying in secondary schools in the Gomel region. The test of moral competence by G. Lind and the test "Unfinished sentences" by L. Sachs and V. Levy, modified by G. R. Shafikova, were used as psychodiagnostic tools. The search for the relationship was carried out using the Spearman criterion. Table 1 presents the results of the correlation analysis in the group of adolescents of middle school age.

Table data allow us to state that there are two statistically significant positive relationships between the groups of variables represented by the scales of methods: correlations between a high level of moral competence and acceptance ( $R_s = 0.319$  at  $p \leq 0.05$ ) and a low level of moral competence and subjectivity ( $R_s = 0.322$  at  $p \leq 0.05$ ).

Consequently, the higher the moral competence in the group of adolescents of middle school age, the higher the acceptance of oneself as a moral person. With a decrease in the level of moral competence, the subjectivity of the perception of moral guidelines increases.

Table 1 – The results of calculating the relationship between the levels of moral competence and attitude towards oneself as a subject of morality among adolescents of middle school age

| Moral competence | Criteria for treating oneself as a subject of morality |                              |                            |                                       |
|------------------|--|------------------------------|----------------------------|---------------------------------------|
|                  | Acceptance   | Position in moral reflection | Assessment differentiation | Subjectivity                          |
| Short level      | R = 0.065<br>p = 0.624                                 | R = - 0.019<br>p = 0.884     | R = 0.203<br>p = 0.119     | <b>R = 0.322*</b><br><b>p = 0.016</b> |
| Average level    | R = 0.139<br>p = 0.308                                 | R = - 0.043<br>p = 0.752     | R = 0.245<br>p = 0.069     | R = 0.222<br>p = 0.099                |
| High level       | <b>R = 0.319*</b><br><b>p = 0.013</b>                  | R = 0.065<br>p = 0.624       | R = - 0.019<br>p = 0.884   | R = 0.203<br>p = 0.119                |

Note: \* – significance level 0.05; R is the correlation coefficient; p is the correlation significance level.

Thus, adolescents of middle school age, with an understanding and developed ability make value judgments on moral issues in terms of right/wrong behavior feel satisfied yourself how moral personality, they are characterized confidence in his rightness, justice, kindness and others Consequently, in middle school age, it becomes relevant to distinguish between what is morally acceptable in a particular situation and what is unacceptable, and this knowledge helps to build self-confidence. But at the same time, adolescents in this group there is no awareness and differentiation in moral actions, they prefer group rules, and the position in assessing the need to comply with moral standards is uncertain or absolutist.

Table Figure 2 presents the results of the relationship between moral competence and attitude towards oneself as a subject of morality in a group of adolescents of senior school age.

The data in Table 2 allow us to state that between the groups of variables represented by the scales of methods, there is one statistically significant positive relationship: correlations between a high level of moral competence and the position of moral reflection ( $R_s = 0.268$  at  $p \leq 0.05$ ), that is, the higher the moral competence in the group of adolescents of senior school age, the higher the position in moral reflection. The revealed correlation can be substantively characterized as follows: adolescents of senior school age, who accept social rules, and also strive to comply with the rules of public order, and not only adapt to the standards of the people around them, tend to analyze current events from the position of morality, look for answers to questions about whether all the rules are followed.

Table 2 – The results of the correlation analysis of the level of relationship between moral competence and attitude towards oneself as a subject of morality among adolescents of senior school age

| Moral competence | Criteria for treating oneself as a subject of morality |                                       |                            |                          |
|------------------|--|---------------------------------------|----------------------------|--------------------------|
|                  | Acceptance   | Position in moral reflection          | Assessment differentiation | Subjectivity             |
| Short level      | R = 0.242<br>p = 0.073                                 | R = 0.217<br>p = 0.107                | R = - 0.078<br>p = 0.566   | R = - 0.112<br>p = 0.410 |
| Average level    | R = - 0.192<br>p = 0.157                               | R = 0.135<br>p = 0.321                | R = - 0.128<br>p = 0.348   | R = - 0.046<br>p = 0.737 |
| High level       | R = 0.100<br>p = 0.446                                 | <b>R = 0.268*</b><br><b>p = 0.039</b> | R = - 0.243<br>p = 0.061   | R = - 0.064<br>p = 0.629 |

Note: \* – significance level 0.05; R is the correlation coefficient; p is the correlation significance level.

After analyzing the results of the relationship between the moral competence of high school students and their attitude towards themselves as a subject of morality, with we come to the following conclusions: 1) middle adolescents in a situation of searching for an answer to a situation of moral choice seek to find a solution, guided by the experience accumulated within their group, and at the same time, their self-confidence, an accurate understanding of what is good and what is bad in a given situation remains important for teenagers. Hence, under the circumstances, reflection may be difficult; 2) adolescents of senior school age in a situation of searching for an answer to a situation of moral choice resort to moral analysis and reflection, looking for patterns in a particular moral problem. Therefore, for adolescents in this group, the formation of their own opinion is relevant.

Thus, the relationship between the moral competence of high school students and their attitude towards themselves as a subject of morality lies in the fact that among adolescents in middle school age, the acceptance of moral values is associated with the desire to systematize moral manifestations, relative Axis a specific situation to the category of "good" or the category of "bad". Nevertheless, already in senior school age, the adoption of moral values is associated with the reflection of moral ties, the search for patterns of moral categories and their analysis.

## List of literature used

1. Podolsky, O. A Study of the formation of social and moral competence of adolescents / O. A. Podolsky. List of literature used Tambov: Ucom Consulting Company LLC, 2017. – 120 p.
2. Kohlberg, L. The Claim to Moral Adequacy of a Highest Stage of Moral Judgment / L. Kohlberg // Journal of Philosophy. – 1973. – Vol. 70. – Issue 18. – P. 630-646.

UDC 37.017:177-057.875:37

I. A. Mazurok

### FEATURES OF MORAL EDUCATION OF FUTURE TEACHERS

*The current topical problem of higher education is the development of the moral qualities of future teachers in the process of mastering pedagogical disciplines is reviewed. The article reveals the essence of the moral education of future teachers, the content component, which causes excitement and, probably, mental feelings, motives, the formation of moral will, motivation for moral behavior.*

In pedagogy, the idea arose that active development is a struggle with contradictions, including the coverage of food and external factors. The internal driving force of the moral development of public opinion is the contradiction between the cultivated by the individual need to follow moral preferences and those of his aspirations that counteract this consecution. Therefore, the source of the moral development of the individual is contradictions. The main ones are the contradictions that occur between experienced cases of behavior and newly encountered spiritual cases. Satisfaction of some necessarily gives rise to new ones, which stimulates the activity of a person and contributes to his natural moral improvement; therefore, it is necessary not to resolve contradictions, but to find out the conditions for their occurrence, their originality at each stage of development and ways to solve them in accordance with educational tasks [1].

Needs are at the core of human culture and essence. Behavior, actions of individuals are dictated by the requirements of his character, aimed at their stability. Needs cover each other hierarchically and evolutionarily, ranking according to their strength and importance. Attempts to change and describe them, to explain on their basis this essence and nature of individuals involved in numerous scientists. The American scientist A. Maslow most meaningfully revealed their system. According to the scientist, after the birth, seven classes of achievements accompany personal maturation: physiological, for safety, for belonging and love, respect (reverence), cognitive, aesthetic, for self-actualization. All these needs can be seen as just steps on the ladder leading to self-actualization, which may include the satisfaction of basic needs [2]. Needs act as a trigger for emotional appeals, interests, value orientations, moral habits.

The emotional state, being one of the components of a moral quality, consists in experiencing by a person a feeling of joy from behavior that corresponds to moral standards.

Moral knowledge is a combination of knowledge about the object of judgment with a subjective attitude towards it. Only under this condition will moral knowledge be complete. The absence of a value attitude to moral norms, a lack of understanding of their significance for oneself and society in general indicates that a person has vague ideas about moral phenomena. Students must master the system of moral concepts, norms, principles. Principles that have acquired the character of subjective value become beliefs. A positive attitude towards moral principles is ensured by knowledge of the arguments for the expediency of a moral position, as well as by the example of authoritative people who follow these principles.

I. F. Kharlamov notes that interest is a need that is peculiarly colored by emotions and has passed the stage of motivation [3, p. 225]. A stimulating influence on the development of the moral