

However, it is impossible to broadcast, transfer the understanding of value to another. This content cannot become a value without personal understanding, without gaining personal meaning. Worldview knowledge gives rise to orientations that become prerequisites for needs, therefore ethical education is a humanization factor.

More than time, the development of humanistic needs and beliefs requires life experience, on the basis of which the transition of a humane attitude towards people from a situational, unstable to a higher, ideological level is ensured. Their development takes place in an institution of higher education as a creative space for self-realization of the individual in the formation of the student's lifestyle, as well as the development of the value aspect of consciousness [10].

Thus, consideration of the scientific and methodological foundations of the moral education of a person allows us to conclude that the process of moral education of a student's personality should include:

- formation of interest in the problems of moral development;
- development of moral motives and needs;
- formation of moral knowledge, skills and behavior and activities;
- inclusion in moral activity;
- assessment of the facts of reality and human behavior in accordance with moral standards.

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TECHNOLOGICAL ASPECTS OF MORAL EDUCATION OF STUDENTS- PEDAGOGUES

The article is devoted to the problem of technologization of moral education of students of pedagogical specialties. The substantive characteristics of the technology are given, the

implementation of the principles that acted as a methodological justification of the technology, the structure of the personality of the teacher, the content of its structural components is justified, the main components of the technological scheme are revealed, its educational possibilities are justified.

As a result of studying the initial level of moral education and the nature of the activity position of students of pedagogical specialties, a number of contradictions were revealed.

Those are the contradictions between the sufficiently developed need of future teachers for moral improvement and the underdevelopment of cultural pedagogical methods of initiating and managing moral development, as well as self-development, including in the field of knowledge about the patterns of formation of the moral sphere of the individual; reflections; thinking; understanding; skills of moral behavior; evaluation and self-assessment of moral behavior.

The problem is aggravated by the fact that the future teacher is, first of all, an educator, and therefore a manager of the moral development of future students, who must have the necessary knowledge about the moral development of the individual, be able to form and implement a program of actions aimed at achieving the goal, track current changes, adjust their actions, predict possible changes. Insufficient orientation of professional pedagogical education to this function is a programmed factor in the professional incompetence of the majority of students.

Another contradiction is between the internal need of the majority of pedagogical workers to act as a manager of the moral education of students and the lack of both material and technological pedagogical means to achieve this goal. At the same time, the demand for such pedagogical technologies was revealed that would not break the evolutionary and historically established education system, but harmoniously combining traditions and innovations in a single frame, provided a trajectory for the development of educational systems and, together with them, the development of a teacher and a student.

Thus, when starting to organize the process of moral education of students of pedagogical specialties by means of the studied disciplines, one should be aware that this activity should achieve the goal, that is, be effective, that it will be subject to adjustment and, in this regard, the process of moral education is significant if it is not of a one-time nature, but is reproducible. These properties of activity are provided by its manufacturability [1]. Technology, according to V.P. Bepalko, implies strict scientific design and accurate reproduction in the classroom of the pedagogical processes that guarantee the success [1, p. 3]. N.K. Katovich notes that the term "technology" is often rejected by individual scientists when it comes to the process of education, and explains this by the confusion of terminology, the synonymous use of the terms "method" and "technology". "The methodology is a system of scientifically based methods, rules, techniques. The technology of education seems to be a broader concept, it is "a set of means and methods for implementing the educational process to achieve the goal, taking into account the nature of the pedagogical impact on the child in the process of interacting with him" [2, p. 320].

The technological approach, in the understanding of V.M. Monakhov, involves a radical renewal of the instrumental and methodological means of pedagogy and methodology, provided that continuity is maintained in the development of pedagogical science and school practice [3, p. 59]. They highlighted the following aspects of technological renewal:

- conversion of the pedagogical plan into a technological chain of pedagogical influences, operationally built strictly in accordance with the target settings, translated into the form of a specific result;
- the functioning of pedagogical technology as an interrelated activity of a teacher and students on an agreed basis, taking into account the principles of individualization, differentiation, optimal implementation of human and technical resources;
- phased design and subsequent implementation of the elements of pedagogical technology, reproduced by any teacher, and the guarantee of the achievement of the planned learning outcomes by all students;

– inclusion in the pedagogical technology of diagnostic procedures containing parameters, criteria, tools for measuring the results of activities [4, p. 59].

According to O. S. Anisimov, the construction of technology involves a description of real activity; identification of procedural lines addressed to the behavior of the actor; finding a continuous component in the line of processes; isolating units in it on the basis of taking into account the internal and external components of causal transitions and building a causal chain of units, actions; giving a prescriptive character to the description [5]. The basis for the development of technology was for us to understand it as a description of the characteristics of the means and methods of their application, necessary for the transition of the initial material of activity from one intermediate state to another, up to obtaining the final product [6].

Thus, the next type of activity in developing the technology of moral education of students in the learning process after studying the initial level of moral education and the nature of the activity position of students at the stage of ascertaining experiment, identifying and describing in the conceptual part of the project the qualities of the final and intermediate products of activity in accordance with the dynamics of the formation of moral quality, based on the goal-value bases, was the choice of means and methods for achieving each intermediate product in the identified, theoretically justified pedagogical conditions.

The principles of consistency, systematicity, unity and continuity of educational influences, which involve the construction of such a pedagogical system, the elements of which form an integral unity, became the methodological justification for the process of moral education. The listed principles acted as basic positions for us, against the background of which the specifics of the experimental process of the moral education of students in the learning process were manifested, concretized in the following principles: the principle of “cultivating” reflexive abilities; the principle of unity of education and training; the principle of the unity of moral consciousness and activity; the principle of taking into account individual characteristics; the principle of compliance of the process of education with the logic of the moral development of the individual.

The implementation of each of the principles on which the activity projected in this study was based predetermined the selection of its technological means. In accordance with the principle of “cultivating” reflexive abilities, the technological characteristics of the stages included reflexive techniques that allow developing reflexive abilities.

The principle of the unity of education and training can be realized only if there is educational material that evokes moral feelings and experiences in students and allows them to expand their moral ideas and concepts.

Achieving the goal of moral education in accordance with the principle of unity of consciousness of the individual and his activity can be guaranteed only if knowledge is converted into beliefs, that is, if knowledge about proper, necessary behavior and activity is realized in activity and behavior. Such an opportunity can be provided by socially significant activities, development and participation in projects, collective forms of organization of educational activities. They successfully use the teaching and educating effects of interpersonal communication. These forms allow you to bring up responsibility for your own activities and the activities of your comrades, to express and argue your point of view, to correlate your understanding of the issue with the opinions of others, which increases the social significance of students' activity. Such democratic and humane relations are a favorable environment both for the assimilation of knowledge and for the development and education of the individual.

In accordance with the principle of taking into account individual characteristics, we used teaching methods that ensure the subjectivity of the carriers of the projected activity, allowing to take into account the specifics and individual qualities of students, outside of whose individual activity no changes occur. Therefore, it is possible to solve the set task only through the construction of the corresponding task of the individual activity of the educated, only if they consciously adapt their actions to the content of the pedagogical goal.

The principle of compliance of the process of education with the logic of the moral development of the individual determined the choice of strategic planning, the peculiarity of which lies in the correspondence of the content of education to the structural components of moral quality. In our case, this principle was guaranteed by the fixation in the technological scheme and the implementation in the learning process of activities aimed at the formation of all structural components of the moral quality of the individual. The intermediate product of each stage advanced to a higher level of moral development, which is also associated with the principle of continuity, the guarantor of which is the presence of stages and relay races in the formation of moral culture.

The implementation of the technology involves the passage of four successive stages, the tasks of which involve the development of the emotional sphere of the individual, the development of moral concepts and the formation of a value attitude towards them, the emergence of moral views, moral beliefs, skills and habits of moral behavior in various types of activity (including educational).

The main components of the technological scheme were the direction and stages of the moral development of the individual; educational material on which it can be implemented; reflective activity of students; subjective position of participants in the educational process; forms of organization of the learning process, allowing to bring up responsibility for one's own activity and the activity of one's comrades, to express and argue one's point of view, to correlate one's understanding of the issue with the opinion of others, contribute to the creation of cooperation relations between teachers and students who act as subjects of activity. The technology of moral education is built as a result of correlating the structures of personality and morality, the structural components of moral quality and the dynamics of their formation, the stages of moral development and the levels of moral education, as well as the functions, types and levels of reflection, which made it possible to determine the content and form of organization of activities at each of the stages.

In understanding the mechanism of reflection, we adhere to the interpretation of I.N. Semenov, S.Yu. Stepanov, who consider it as a rethinking and restructuring by the subject of the content of his consciousness, his activities, communication, that is, his behavior as a holistic relationship to the world around [7, p. 37].

At the same time, reflection is a multifunctional process, which should also be taken into account when organizing it. Reflection is a process of introspection by the subject of his behavior, consciousness, internal mental acts and the state of his own experience, personal structures, therefore it acts as the most important factor in the development, formation of a holistic mental culture of the individual.

Due to the fact that the development of moral culture is an internal process, then the subject of development can judge about it first of all, which gives reason to consider reflection as a form of fixing the state of development by the subject and use its materials as diagnostic.

Reflection acts as a source of personality development, since a necessary component of the reflective process is the awareness of one's limitations and the desire to expand the boundaries of one's capabilities, that is, the contradiction between the existing level of development and the one that one would like to achieve.

When organizing reflective activity, the following functions of reflection were also taken into account:

- diagnostic – reflection states the level of moral development of students and the effectiveness of the teacher's activity in creating external conditions;
- sense-creative – reflection determines the formation in the minds of students of the meaning of their activities, contributes to the appropriation of moral standards by them, from the point of view of which they evaluate the value for themselves of what is happening in educational activities;
- motivational – reflection determines the direction, nature, effectiveness of students' educational activities in terms of moral orientation;
- correctional – reflection encourages participants in the activity to correct it [4, p. 83–84].

The conclusion is that the object to which the reflexive activity of the subject is directed can be: a) knowledge about the role structure and positional organization of collective interaction; b) ideas

about the inner world of another person and the reasons for certain of his actions; c) their actions and images of their own "I" as an individual; d) knowledge about the object and ways of working with it, allows to form the possible products of each of the four types of reflection of students in the process of moral education.

Based on the opinion that "as a result of the simultaneous deployment of several types of reflection, that is, in their interaction, qualitatively different and more complex neoplasms arise than with the functioning of only one type of reflection" [7, p. 39], for the purposes of the moral development of students, it seemed to us necessary to develop tasks both for activating one of the types of reflection, and for cultivating all of them at the same time.

The developed technology allows:

- develop the emotional sphere of students;
- to increase the level of moral knowledge among students, since their insufficient depth prevents the provision of assimilated norms of personal meaning, as well as the development of a stable moral position;
- establish unity between moral consciousness and activity;
- expand the scope of moral relations by including them in educational activities;
- to enrich the reflective practice of students.

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THE INFORMATIVE STRATEGY IN THE MEDIA DISCOURSE (IN CHINESE AND ENGLISH NEWS COMMENTARIES)

The article is devoted to the research in one of the communicative strategies – the informative strategy which aims at delivering different types of information to the addressee of the media discourse through one of the discourse genres – the news commentary. The set of tactics of the