fields of modern mathematics. For a number of tasks of obtaining, modeling or registering data and processing them, it is important to create a unified methodological approach based on common mathematical principles. Spectral-analytical methods are highly efficient and can be selected as the nucleus of such a single approach, with their main advantage being the combination of digital calculations with analytical transformations and conclusions in order to improve the accuracy and speed of computer calculations. The advantages of the research work of students on the theory of approximation as a method of improving the research component of mathematical competence of students of information and technological specialties are shown in the work. One of the ways to achieve this goal is to prepare and conduct a scientific study concerning approximation in classes of periodic functions by the trigonometric polynomials generated by linear methods of summation of Fourier series in a uniform metric. A prerequisite for conducting research on the theory of approximation of periodic functions and the theory of the Fourier series is presence in students of deep professional knowledge of elementary mathematics and mathematical analysis, creative abilities, as well as basic knowledge of other fundamental disciplines. To do this, it is necessary to achieve in advance a level of fundamental, and, in particular, mathematical knowledge that would allow the student to use them freely while performing scientific research. Research work of students on the approximation of periodic functions by trigonometric polynomials generated by linear methods of summation of Fourier series forms the skills of scientific work, including qualitative study of literature and information search, analysis of recent studies in the chosen direction, formulation of the problem, self-study own generalizations and conclusions. Purposeful formation of a research style of thinking in the process of research on the theory of approximation contributes to the formation of a future specialist's ability to use their mathematical knowledge to solve various practical and theoretical problems encountered in professional activity.

Key words: *students research, mathematical competence, information technology specialty, approximation theory.*

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Olesia Silchuk
Poltava State Agrarian Academy
ORCID ID 0000-0001-8284-1417
DOI 10.24139/2312-5993/2020.01/299-308

THE PROBLEM OF MORAL VALUES AMONG THE AGRARIAN UNIVERSITY STUDENTS: A ROLE OF HUMANITIES

The paper deals with the problem of moral values among future specialists in agriculture. The aim of the study is to investigate the state of moral values development of agrarian university students and to show an important role of humanities in the development of moral values in the training process of agrarian universities in Ukraine. Moral values are studied with a method of questionnaire developed by the other. The results of the research demonstrate that the current system of training in agrarian universities does not provide the appropriate level of moral values. It proves the necessity for the development of efficient methods and techniques to develop students' moral values.

Key words: *future specialists in agriculture, moral values, diagnostics, state of development of moral values, humanities.*

Introduction. Nowadays the issue of moral education is one of the real problems that our universities are facing. The formation of students' moral values is connected, first of all, with the fact that modern society needs such a specialist who organically combines his/her professional activity with spirituality and morality. Modern specialists should perform their responsibilities professionally and possess high moral and ethical values. So, a question that exercises the minds of many academics in Ukraine these days: "What is the role of universities in moral education of students?".

Analyses of relevant research. What is morality? According to A. Bohush, morality is a practical side of moral that is put into behavior of people. This is the ability to do good not by external coercion, but through inner consciousness and voluntary involvement. Morality has the following factors: moral feelings, sensual and life orientations (ideals, traditions, norms, categories, principles, commandments, canons, codes), moral beliefs, moral relations (moral activity and moral behavior). Thus, the process of understanding of values is consciously based on activity (Bohush, 2008).

O. Vlasenko believes that morality as a component of culture, whose content is moral values that form the basis of consciousness. Morality is human ability to act, to think and feel in accordance with his/her spiritual beginning (Vlasenko, 2015).

What Are Values? Moral values are a type of value. But what is a «value»? Values are things that people care about. Values are what matter to us. They are what motivate our behavior. They ground our judgments about what is good or bad, desirable or undesirable. Any form of activity that involves making judgments about what is better or worse, good or bad, high quality or low quality, right or wrong, successful or unsuccessful, desirable or undesirable. All these judgments involve values in one form or another. There are values in sports, values in art, values in social and cultural practices, values in science, values in relationships, values in economic transactions, religious values. Our everyday experience is saturated with values and value judgments (What are moral values?).

What are Moral Values? The way we care about moral values is different from the way we care about non-moral values. Moral values are connected to fundamental human emotions and experiences that motivate us in distinctive ways:

– The overriding love and concern that parents feel for their children.

– The sympathy and empathy we experience when we perceive the suffering of others.

– The sense of duty and loyalty we feel to our family and close social groups, or broader communities to which we belong.

– The anger and indignation we feel toward those who threaten us or those we love.

– The feelings of unfairness and injustice we experience when we are treated poorly, and others treated better, for no good reason.

– The positive feelings associated with having the freedom to make our own choices and determine our own future.

– The admiration we feel toward those who exhibit courage and compassion.

– The guilt or shame we feel when we have violated a trust or otherwise failed to live up to the values we endorse.

When we examine the character of these feelings and emotions, and how they motivate our judgments and decisions, you are exploring the moral dimension of our shared human experience (What are moral values?).

The aim of the study is to research the state of moral values development of agrarian university students and to show an important role of humanities in the development of moral values in the training process of agrarian universities in Ukraine.

In order to conduct our research it was necessary to solve the following tasks: 1) to develop methods of research of moral values of agrarian university students; 2) to estimate the level of moral values development of future specialists in agriculture under the conditions of the traditional system of professional training in agrarian universities; 3) to show a role of humanities, including the academic discipline “English for specific purposes”, in the development of moral values in the training process of agrarian universities in Ukraine; 4) to work out some efficient methods to raise the level of moral values development of future specialists in agriculture in the classroom of humanities.

Research methods include analysis of scientific works concerning problems of development of moral culture of future specialists and namely agriculture specialists, diagnostic methods, such as a survey which was done with the help of questionnaires; talks to students and teachers; testing and pedagogical observation of students’ communicative activity.

Results. In order to reach conclusions about moral values owned and believed in by students of Poltava state agrarian academy, a questionnaire made up of 10 questions was developed. This questionnaire covered such areas as moral education, moral dilemmas, moral choice, moral crises, moral sensation, moral awareness, the awareness of right, and justice from the perspective of students. The questionnaire was distributed to more than 100 Bachelor course students of specialities “Agronomy”, “Ecology” and “Protection and quarantine of plants”.

The aim of the questionnaire is to research the state of moral values development of agrarian university students. The questionnaire provides a level structure of responders. For example, a number of correct responses of students shows a high level of moral values development. Responses, with no deep foundation, show an intermediate level of students’ moral values

development. Students, whose responses are incomplete, have a low level of this phenomenon.

1. What is happiness for you?
2. What is the best way to find happiness?
3. What are moral values?
4. How are moral values can be used in life of future specialists of agriculture?
5. What is the role of university in moral values education?
6. What are the roots of moral crisis in the Ukrainian society?
7. What academic disciplines play an impotent role in the process of moral values development at your academy?
8. Is it necessary to know moral values of different people/nations/countries?
9. What problems do students face when developing their moral values?
10. Can you develop moral values yourself? How?

The students felt difficulty to answer the questions “What is happiness for you?” and “What is the best way to find happiness?”. The answers are: friends and family, money, good health, intelligence, being married, good home, being attractive and lucky. We cannot find anything that demonstrates the students’ awareness of such components of moral happiness as being patient and loving, generous, giving and kind, helpful. The students do not think about any principles upon which happiness is the natural outcome, efforts to pursue happiness. They are not aware of the basic concept of happiness. This is life that provides the opportunities to learn human lessons and acquire the necessary characteristics to be happy and to make happy other people in your life.

Most of the responders cannot give the full answer to the questions “What are moral values?”. This demonstrates that students do not understand the term “moral values”. The students give some components of moral values: “patterns, norms and rules of behavior”, “kindness, honesty, humanism, patriotism, decency”. None of the students mentions such main components of moral values as “a system of worldview”, “judgments of good and evil”, “a human act and activity”. In the students’ answers, ethics, moral qualities, moral standards, rules of behavior are mistaken for moral values.

When answering the question about importance of moral values in life of future specialists of agriculture, the responses are mostly “yes”. However, it is necessary to mention that students are not able to explain the role and of moral values in their life and in their future career.

The analysis of the responses to the issue about the role of university in moral values education shows that most of students believe that moral development is more affected by the family, rather than the effect of higher education organizations. They think that the purpose of higher education is to train a qualified specialist of agriculture. They do not aware the role of

humanities in their university training. They do not also see how moral values affect their priorities in moral choices when they judge moral dilemma.

The answers to the question "Is it necessary to know moral values of different people/nations/countries?" are mostly positive, but there are negative answers too. Some students believe that it is useless to learn moral values of other nations as they live in Ukraine. This illustrates the lack of moral knowledge for multinational communication. Therefore, while studying the humanities (e.g. "English", "Science philosophy, psychology and pedagogics") students can get moral knowledge that can be important for them, such as tolerance, self-respect, respect to others etc. So, we can conclude that moral values of Bachelor course students are not enough developed.

We think that the sixth question is the most difficult for the students. The students' answers to the question "What are the roots of moral crisis in the Ukrainian society?" are that moral crisis in the Ukrainian society depends on:

- economic situation of the state;
- political situation of the state;
- the war in the west of Ukraine;
- high fees of higher education;
- drug and alcohol addiction;
- prostitution;
- not strong marriages;
- a lack of special moral training at all stages of education.

The analysis of responses demonstrates some confusion regarding deep foundation of the problem: an amoral way of thinking, religious and national traditions, human oppression now being felt, corruption of political processes, economic instability, commercialization of the medical and legal fields, etc. The students often mention the consequences of moral crises not the courses of it.

The answers of the students to the question "What academic disciplines play an impotent role in the process of moral values development at your academy?" are surprising. They do not think about the general and special subjects of their course of training. Their answers are "Ethic", "Psychology", "special course". However, they have such humanities and social subjects as "Philosophy", "English for specific purposes", "Ukrainian for specific purposes", "History of Ukrainian culture" that have great potential for moral values development.

The question "What problems do students face when developing their moral values?" seems to be interesting to the responders. They give very different answers. Among the difficulties the students mention: "bad habits", "a low level of moral education", "financial problems", "gap between the rich and the poor", "fast development of technology and technology addiction of youth", "drugs and alcohol", "poor education", "genes", "lack of respect to other people".

The last question "Can you develop moral values yourself? How?" demonstrates a lack of motivation to develop moral values as well as poor knowledge of ways of developing them. Students have poor understanding of moral self-development.

Taking into consideration the analysis, we can conclude that there is no real accurate understanding of moral terms in the minds of agrarian students. Students also have a weak awareness of what is a moral choice, and therefore there were extremes in moral thinking from students' points of view. Most of students think that the family have greater potential in morals development, then information organizations, rather than the very slight effect of higher education organizations. Most of students believe in moderateness in virtues: courage, modesty, generosity friendship, honesty, forgiveness, and acceptance. They believed that modernity, information, and technology have effects by necessity on morality.

Our research shows that the current system of humanitarian training in agrarian universities does not provide the appropriate level of the development of moral values and it has a negative effect on professional competence of prospective specialists in agriculture. Accordingly, there is a requirement to work out some efficient methods to raise the level of moral values development of future specialists in agriculture. We believe that "English for specific purposes" occupies a special place among the academic subjects. Its specificity is that while the studying a foreign language, students receive skills to use a new language as a means of communication and a means of obtaining new useful information. The teaching "English for specific purposes" in a modern institution offers great potential for moral culture development of perspective specialists in agriculture. This is facilitated by a communicative component of the subject and its focus on the issues of everyday life, customs, and culture of people in English-speaking countries.

At the same time, it is important to remember that when studying a foreign language, we remain native speakers of our own culture. Cross-cultural material in the classroom serves as a tool to attract students to world culture. But a teacher should create conditions so that each student can choose for him/herself what will enrich him/her as a representative of Ukrainian culture: the cultural values of the country of the language being studied, close to him/her as a person and which he/she will try to use in his/her activities and communication with other people, thereby contributing to the enrichment of moral culture of his/her people, since "communication of cultures and identification of each culture are implemented as communication of personalities" (Bibler, 1991). This approach to culture of English-speaking countries includes the assessment of students of those aspects of their behavior, value orientation and beliefs that could be changed as a result of creative leaning of a foreign culture, and those that they consider to be a

powerful paradigm of their individuality. Moreover, the aim of the subject is not only to cultivate love and respect for their and other people's cultures, awareness of their national identity and belonging to the world community, but also to ensure their balance, since combination of these features in modern Ukrainian youth is far from harmonious. A huge flow of information about foreign cultures makes some people eagerly absorb knowledge about their worldview and lifestyle, while it provokes a negative reaction in others to everything "not ours". According to the global goal of teaching a foreign language (attracting students to foreign cultures and participating them in the dialogue of cultures), it is more effective to develop moral culture of agrarian students using educational and pedagogical potential of the subject. So, leaning foreign languages gives great opportunities for the development of moral values in students and the aim of a teacher is to use them properly.

We believe that introduction of the special "Storytelling" technique while teaching "English for specific purposes" can stimulate development of morals values of agrarian students. "Storytelling" is a technique of creating a story and sharing it with necessary information to influence emotional, motivational, cognitive spheres of a listener (Tomlinson, 1994). Storytelling is an emotional and exciting process that has a positive effect. Storytelling is of great interest to teachers and psychologists all over the world, as the explanation of material in the form of storytelling develops imagination, thinking and increases the level of moral culture in students. Stories allow you to tell how decisions are made and relationships are built. Through sharing stories, building emotional connections, a student and a teacher can create the right and high-quality relationships.

There are such types of storytelling as:

– cultural storytelling – tells about values, morals and beliefs;

– social storytelling – stories of people about each other (you or students can tell stories from the lives of famous people, which can be an example for them to build their lives);

– myths, legends – they reflect culture and remind us what to avoid in order to be happy;

– jump story – everyone loves a story about mystical creatures, when an unexpected final makes us jump from fear; such stories help us overcome our own fears;

– family – family legends keep the stories of our families, passed on from one generation to another, having educational and instructive nature;

– friendly – such stories unite friends, since they remind of a certain experience they had together;

– personal – such stories tell about personal experience and emotions. This type of storytelling is important since personal stories help understand and develop oneself [https://www.creativeschool.com.ua/en/storytelling/].

The main functions of storytelling:

1. Motivational is a way of convincing students that allows them to show initiative in the process of education.

2. Uniting – stories are the means for developing friendly and collaborative connections in a class or a group.

3. Communicative – stories that can raise the work efficiency at different levels.

4. Tool of influence – allows teachers to influence students indirectly and form socially useful beliefs in them.

5. Utilitarian – is one of the easiest ways to inform others about the aim of a task or a project.

Storytelling is a creative narration. In the base of a creative narration lies creative imagination. Core components of such narration must be new images, situations or actions created by students independently. In the process, the students apply the experience and the knowledge they gained, but combine them in a new manner (Petliaieva, 2019).

There are such types of oral storytelling as:

- narration on a given topic;
- narration on a plan;
- narration with a given beginning;
- narration on key words;
- narration on your own plot.

Stories should be informative, straight and simple, accurate, expressive, understandable to listeners, and independent.

The structure of stories is:

1) Introduction – the main goal of this stage is to prepare students for the story itself, the context of the story is created;

2) Climax – is a turning point in the story. For example, it was bad, we did something and it turned out to be good, or vice versa, it was good, but we did wrong things and it turned out bad. The stories without a climax are not interesting to students;

3) Conclusion – we need to state the conclusion. Sometimes several conclusions can be made of a story, so it is important to direct students' thinking in the right way. The main thing at this stage is not to break the fine line between conclusions and instructions (Petliaieva, 2019).

Thus, "Storytelling" technique while teaching "English for specific purposes" allow students to explore their own cultural roots and to experience diverse cultures, enable them to empathize with foreign people/countries, offer insights into different traditions and values, help students understand how wisdom is common to all peoples/all cultures, help students consider new ideas and reveal differences of cultures around the world.

Conclusions. Students share a variety of personal experiences, moral values and ways of understanding. The language they learn in the classroom is

more than a way of exchanging information and extending ideas, it is their means of connecting with other people. Stories can link the world of the classroom and beyond. Stories provide a common thread that can help unite cultures and therefore provide a successful development of moral values in perspective specialists of agriculture.

We strongly believe that higher education plays an important role in stimulating the moral life of student community. Therefore, we assume that the most suitable perspective is to have a humanitarian approach to moral education. We emphasize that any academic discipline of humanities, including "English for specific purposes", at universities has its function not only at profile level, but also it makes an important contribution to the process of formation of moral values among agrarian students.

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РЕЗЮМЕ

Сильчук Олеся. Проблема моральных ценностей студентов аграрных заведений высшего образования: роль гуманитарных дисциплин.

В статье рассматривается проблема формирования моральных ценностей у студентов аграрных заведений высшего образования в процессе изучения дисциплин гуманитарного цикла. Автором разработан методологический инструментарий для изучения моральных ценностей. Доказано, что существующая система гуманитарной подготовки в аграрных заведениях высшего образования не обеспечивает должного уровня моральных ценностей. Учитывая вышеизложенное, возникает необходимость разработки эффективных методов для развития моральных ценностей студентов. Особенное внимание уделено роли учебной

дисциплины «English for specific purposes» в формировании моральных ценностей в процессе профессиональной подготовки будущих специалистов аграрного профиля.

***Ключевые слова**: будущие специалисты аграрного профиля, моральные ценности, диагностика, состояние развития моральных ценностей, гуманитарные науки.*

АНОТАЦІЯ

Сільчук Олеся. Проблема моральних цінностей студентів аграрних закладів вищої освіти: роль гуманітарних дисциплін.

У статті представлено результати теоретико-експериментального дослідження щодо визначення стану сформованості моральних цінностей у здобувачів вищої освіти аграрних ЗВО. В умовах сьогодення фахівець аграрного профілю повинен виконувати свої обов'язки професійно та володіти високими морально-етичними цінностями для організації продуктивної діяльності, ефективної співпраці з колегами, обміну досвідом з іноземними партнерами. Тому моральні цінності є невід'ємною складовою професіоналізму сучасного фахівця аграрного профілю, показником його мобільності й конкурентоспроможності на ринку праці.

Мета статті – дослідити стан сформованості моральних цінностей здобувачів вищої освіти аграрних ЗВО й визначити роль гуманітарних дисциплін у формуванні зазначеного феномену. Для дослідження рівня сформованості моральних цінностей було розроблено опитування, яке здійснювалося через анкету, бесіди зі студентами та викладачами, педагогічне спостереження за комунікативною активністю студентів. Результати проведеного дослідження свідчать, що існуюча система гуманітарної підготовки в аграрних закладах вищої освіти не забезпечує формування достатнього рівня моральних цінностей у майбутніх фахівців аграрного профілю. Про це свідчать переважання зовнішніх мотивів розвитку моральні цінності, відсутність точного розуміння моральних термінів, слабке усвідомлення поняття морального вибору, поверхневе усвідомлення цілей і функцій моральних цінностей у професійній діяльності тощо.

З огляду на це виникає необхідність удосконалення гуманітарної підготовки майбутніх фахівців аграрного профілю в закладах вищої освіти, зокрема: доповнення змісту навчальних гуманітарних дисциплін спеціальними темами й питаннями. Обґрунтовано метод «сторітелінг» як ефективний інструмент передачі знань та обміну досвідом, спрямований на формування моральних цінностей у здобувачів вищої освіти аграрних ЗВО.

***Ключові слова**: майбутні фахівці аграрного профілю, моральні цінності, діагностика, стан розвитку моральних цінностей, гуманітарні науки.*