

Axiological education model as a favorable environment for foreign languages learning

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Abstract. This article deals with the problem of educational phenomena modelling. The axiological education process in Poland and Ukraine has been structured on the basis of comparative analysis and there has been indicated its importance in foreign languages learning. The basic meaning of axiological approach in psychological and educational problems with which the educational community has faced today has been determined. Polish experience has been analysed and recommendations for the implementation of axiological education in foreign languages study process has been also identified in the article.

Keywords: model, axiological education, social institutions, values, languages

Introduction. It is a known fact that a model (from latin – *modulus* – a measure, an analogue, a model) is considered to be a simplified version of an object, a phenomenon, a process that helps to identify many-sided connections between components and describes the object in general, systematically.

In Ukraine as well as abroad modelling is used to raise the theoretical foundations of human cognition on more significant prognostic level, while synthesizing knowledge borrowed from other sciences (first –from axiology), giving them signs of integrity, completeness, evidence and validity.

Humanities phenomenon modelling plays an important role in the theory and practice of both national and foreign science. Thus, the creation of a phenomenon model is an actual problem of modern pedagogy, psychology, philology and other sciences of humanities direction.

A brief overview of publications on the topic In our country and others among the researchers of humanities-prognostic systems modelling process from scientifically-based definition and to practical implementation such scholars can be distinguished as I. Bavrin [1, p.32-35] V. Bepalko [2], V. Bondar [4, p.92-95], I. Bekh [3], S. Honcharenko [5, p.213], I. Zyazyun [6, p.67-69], Yu. Pelekh [10], A. Khutorskoy [11, p.59-65], V. Yahupov [12].

The notion “model” and correspondently “modelling” is understood by scientists in different ways. Analysing the works of our scientists, there can be distinguished such interpretations as: “... the construction of a coherent, consistent, structured system of ideas, notions”, which “... is a normative description of professional process formation ...” [7], “...some image (material, procedural (program), structural or mental) that can substitute the original object (prototype).” [8, p.12], “...model – a dynamic, synergetic system, schematization of which foresees reflection of projection actions on an investigated object (subject) or event formation” [10]. They define the model as a simplified in time and space reflection of a system, formed to understand the essence of a real system [16], or “... model is a physical system or a mathematical description that has similar (close) properties with an investigated object (the original)”. Therefore, a model is a tool for describing a system and its behavior in different situations and circumstances. [18]

Thus, Ukrainian researcher Ye. Lodatko describes the concept of “pedagogical modelling” as “...a research of

pedagogical objects by means of conceptual, procedural, structural characteristics and some other “sides” of the educational process modelling within certain socio-cultural space on general, professionally-oriented or other levels.” [8, p.10]. Ye. Lodatko also draws attention to the concept of pedagogical activity model – a model that interprets scientific and educational activities in terms of objects and functional-semantic or structural-functional educational models [9, p. 68-72]. Thus, the Ukrainian researcher points on relevance of universal instruments development which would allow to implement the most important concepts of pedagogical theories into practice-oriented models.

Polish scientists determine modelling (in frames of social study theory) as people’s relevant principles and behaviour in a particular society [17], or modelling (by Kelly Mardokom) is a mathematical or experimental method of complex systems, phenomena and processes researching, based on model building [15].

The purpose of the article was specified as to highlight the state of the researched phenomenon in the modern theory and practice and on the basis of system analysis to create a model of axiological education as a favourable environment for foreign languages learning.

Methodology of Research. General Background of Research. As one can see, there are quite a number of concept interpretations of “model” and “modelling process” but they are different in meaning. Ye. Lodatko points that in conditions of their clear (unambiguous) definitions absence one can interpret them in a susceptible manner in the context of a particular research [8, p.7]. Therefore, *we define a model (of axiological education) as a probabilistic-designed and established in the form of logistics schemes and constructions object, which allows to understand deeper the nature of a researched phenomenon in the environment of axiopedagogical (man-centred) paradigm.*

In our study, the object of modelling is axiological education process as a favourable background for foreign languages learning. To build the model (based on the analysed Polish models) which is close to a reality as much as possible it is necessary to do the following tasks::

- to determine the components of axiological education model on the basis of comparative analysis of Polish and Ukrainian scientists’ experience;
- to establish preconditions and conditions, psychological and pedagogical factors that influence the process of foreign languages learning in the sphere of axiological

- education and to determine their structure in a model hierarchy;
- to identify the methodological approaches and principles of axiological education, to determine their place and importance to ensure a model full functioning;
- to characterize the connections (direct and inverse) between elements of a model and to determine the best ones;
- to define the experimental way of verifying the validity of a modelled pedagogical phenomenon.

So, both Polish and Ukrainian scientists consider modelling as one of the most effective methods of empirical (and basically – theoretical) study.

Each analysed model must also meet certain requirements and purposes:

- inherentness – model correspondence with a certain environment (educational – auth.);
- formalization – selection of the most important components of the model that will facilitate the ease of understanding;
- adequacy – achievement of the objectives of educational activities based on accuracy, completeness and validity of model building.

All analysed models are referred to the most widespread type – structural-functional. In other words, it means that they are based on the intrinsic and rational relations between system components. In the first case (the model of Polish researcher Ursula Ostrowska [19]), all parts of the model were supposed to describe the logic of interaction between an object, a subject of modelling and an educational environment. Such modelling combines empirical, theoretical and practical aspects of scientific research with experimental methods for constructing various kinds of scientific abstractions, theoretical and logical structures.

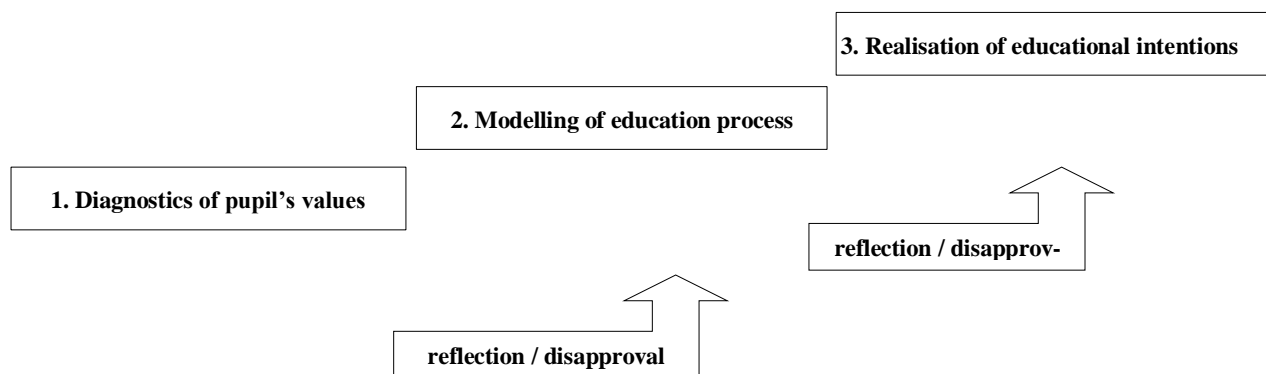
Such logic of actions will allow to understand more accurately the structure, relationships between elements of the research object, qualitative and parametric data.

Practical application of the researched models was determined through the prism of the concept of so-called “educational validity.” It includes the adequacy, reliability, but they are not always identical. The described below model is also referred to the model of the “social teaching model” that is usually created by scientists and practitioners to understand better “internal” and “external” worldview of educational process subjects. This model is associated with functioning among humanities paradigm – as a part of educational (axiopedagogical) activity, which consists of a set of theoretical positions, methodological bases, value categories and scientific concepts.

It should be noted that the full (system) understanding of the practical significance of the analysed axiological education model as an environment for foreign languages learning, the statements of above mentioned Ukrainian specialists in the field of pedagogical modelling Ye. Lo-datko were taken into consideration. According to his ideas, at the initial stage of the study it is necessary first to develop the educational system and only then to design a model that will be an effective factor for results achieving according to the selected content basis after technological implementation of modelled process[8, p.5]. Such approach will allow to understand the deepness of the research process. So, the analysis of U. Ostrowska’s model is necessary to begin from such scheme (Drawing 1.)

As it is seen, analysing the environment of axiological education basis modelling, the scientist from neighbour country states that for full understanding of the modelled phenomenon it is necessary to understand at least the logic of algorithmic structure and movement of its three main components: from diagnostics of pupils’(students’) world of values, through the process of education modelling, to realization of educational purposes.

The author rightly observes that it is not easy to go from one structural “unit” to another. The important element of this process is the obligatory identification and consideration of reflexive condemnation (disapproval) [20].



Drawing 1. The environment of axiological education basis modelling

Thus, the proposed understanding of values world illustrates quite clear correlation between the categories of subjective/objective and internal/external axiological anthroposphere. This is an attempt to go beyond the artificial division of thought and experience in subjective and objective and beyond epistemological dualism: subject – object.

So, U. Ostrowska’s model of axiological education process, built on the basis of hermeneutical-phenomenological approach was altered and supplemented in our research.

According to Polish scientist’s point of view – a hermeneutical component assigns a certain mission: all human must be conscious by everyman. Phenomenological component (as we understand it from own experience and the author’s one), is considered in the light of participation in the research process of values education which means: a) a process of values formation and value orientations is generated by them in man’s mind; b) a process that is presented in the researched phenomenon.

In the light of axiological education it is necessary to consider four components which can help to understand a physic reality of a *researched personality*, particularly in the sphere of values :

- an understanding of causal determination (according to V. Frankl – a social environment, heredity , intentions);
- subconscious spirituality – as personality’s willingness to the essence of his/her existence;
- care - as a targeted prospect of a person’s existence in the world (universe);
- values realisation as personality’s embodiment of his/her values and targeted intentions.

Such broader approach to model building would reveal a structure of “a will to a meaning” dynamics, which can be realized in such components as personality’s motivation, which allows to create a situation of free choice and to find the best ways for foreign languages tasks understanding. In turn, the author’s choice of such a profound understanding of hermeneutical-phenomenological approach is capable (on the condition of situational intuition activation) to optimize the understanding of value and targeted intentions which create personality’s motivation – both a teacher and a pupil in foreign languages learning process.

The statement that a man connects his experience with some external reality conditions in which he exists (through the acceptance of certain values and in such a way creates the so-called system of “personal success”) seems to us a correct author’s point of view. Because such a system also can be a carrier of certain ideas, forms, selected values and ways of their implementations. In the process of foreign languages learning it is very important that not only an emotional experience or creative essence of a man, but also things, certain objects, phenomena and situations could be genesis of values.

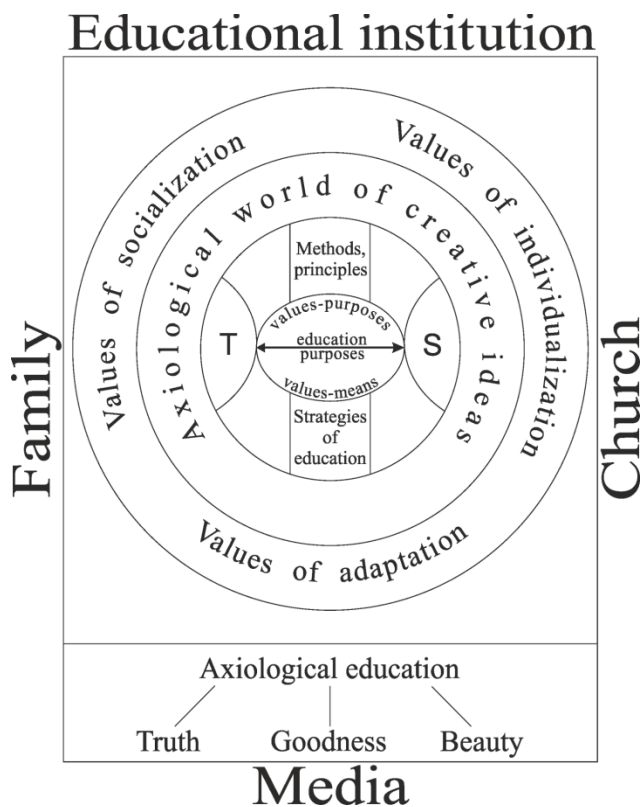
For example, using Jeremy Harmer’s method (ESA) which consists of three basic elements: “engage”, “study”, “activate” and can be produced in various order, depending on a main purpose of a lesson, it is very important to create a situation of success in order to allow students (pupils), in spite of their grammar mistakes, to express freely their ideas and in such a way to form their value-speaking basis.

Most current language teaching tries to offer a judicious blend of many of the ideas and elements concerning foreign languages learning and teaching (“Lexical Approach”, “Silent Way”, “Community Language Learning” and others). Modern language teaching practice generally should give students the opportunity to think about how a piece of grammar works (or which words can be grouped together, for example), while at the same time providing opportunities for language use in communicative activities and task-based procedures.

It offers students the security of appropriate controlled practice (depending on variables such as the students’ age, personal learning styles and the language in question), while also letting them have a go at using all and any language they know. Such eclecticism - choosing between the best elements of a number of different ideas and methods – is a proper response to the competing claims of the various trends.

Believing that students need exposure, motivation and opportunities for language use, and acknowledging that different students may respond more or less well to different stimuli, it suggests that most teaching sequences need to have certain characteristics or elements and ac-

ording to J. Harmer, these elements are **Engage, Study and Activate**. In our research, these three elements were based on value-motivated factors.



Drawing 2. Model of axiological education as a favorable environment for foreign languages learning

While building the model, U. Ostrowska confirmed that the planned results of education (axiologically - linguistic) depend on the correct definition of the field from which a man (a pupil, a student) draws inspiration for his existence, and the space in which he will enrich his creativeness. Selecting the “central axis of a model range” Ostrowska underlined that when choosing the right way to achieve the goal, a teacher should avoid such students’ experience gaining that is not based on specific values, moral norms, or even deny them (values, norms).

Analyzing the approach of Polish colleague in details it should be noted (and we’ll show it on conceptually improved model) a more broadly outlined space in our research. It as a kind of a triangle (which is the most relevant for Polish educational tradition): Family-School-Church. At the initial stage foreign languages learning process depends on a motivation in a family, and only later – in school. This triangle has been added recently by another powerful constituent – media, as Polish researcher Janusz Morbitzer said. Polish researcher of information resources influence on education process (J. Morbitzer) points, that in the situation when values play less and less role in modern youth formation and even in the conditions of axiological neutrality to educate a person of a new generation who will be sensitive to changes, with rich inner worldview, with formed value orientation system is rather a difficult task. Modern education should be connected with basic values obtaining process as a kind of an antidote to the total technologizing of modern life [14].

One or more foreign languages knowing will help youth to understand more deeply worldview phenomena.

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