Cultivating humanistic values in aspiring foreign language teachers: the influence of the university setting

El cultivo de valores humanísticos en los aspirantes a profesores de lenguas extranjeras: la influencia del entorno universitario

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ABSTRACT

Introduction: the relevance of this topic since the teaching profession is impossible without a system of values that the teacher will then form among the generation of his/her students.

Objective: the article examines the role of the university environment in forming humanistic values in students, particularly philology students and future foreign language teachers.

Method: the study is based on the empirical experience of teaching humanities at the Ivan Franko National University of Lviv in the training of future foreign language teachers. The level of humanistic values formation was assessed based on the methodology for diagnosing value orientations (according to Rokeach).

Results: the article describes the main ways of integrating an interdisciplinary approach into the educational process for the formation of humanistic values in the university environment; reveals the role and potential of the university as an educational environment and develops a theoretical model of the process of forming humanistic values of university students; defines the criteria and levels of formation of humanistic values of students, experimentally tests the effectiveness of the model of the process of forming humanistic values of students.

Conclusions: this, the authors have proved the effectiveness of the introduced didactic model of gradual and integrated formation of humanistic values. During the formative stage of the experiment, it was possible to modify and organise the system of humanistic values, in particular, the values of freedom (+3,1 %), the happiness of others (+3 %), tolerance (+2 %), and reducing the dominance of material values (-6 %).

Keywords: Higher Education; Philological Speciality; Axiological System; Humanities; Didactic Model; Activity Approach.

RESUMEN

Introducción: la relevancia de este tema ya que la profesión docente es imposible sin un sistema de valores

que luego el profesor formará entre la generación de sus alumnos.

Objetivo: el artículo examina el papel del entorno universitario en la formación de valores humanísticos en los estudiantes, particularmente en los estudiantes de filología y futuros profesores de lenguas extranjeras.

Método: el estudio se basa en la experiencia empírica de la enseñanza de humanidades en la Universidad Nacional Ivan Franko de Lviv en la formación de futuros profesores de lenguas extranjeras. Se evaluó el nivel de formación en valores humanísticos basándose en la metodología de diagnóstico de las orientaciones de valores (según Rokeach).

Resultados: el artículo describe las principales vías de integración de un enfoque interdisciplinar en el proceso educativo para la formación de valores humanísticos en el ámbito universitario; revela el papel y el potencial de la universidad como entorno educativo y desarrolla un modelo teórico del proceso de formación de valores humanísticos de los estudiantes universitarios; define los criterios y niveles de formación de valores humanísticos de los estudiantes, prueba experimentalmente la eficacia del modelo del proceso de formación de valores humanísticos de los estudiantes.

Conclusiones: así, los autores han demostrado la eficacia del modelo didáctico introducido de formación gradual e integrada de valores humanísticos. Durante la etapa formativa del experimento, fue posible modificar y organizar el sistema de valores humanísticos, en particular, los valores de la libertad (+3,1 %), la felicidad de los demás (+3 %), la tolerancia (+2 %), y reducir el predominio de los valores materiales (-6 %).

Palabras clave: Enseñanza Superior; Especialidad Filológica; Sistema Axiológico; Humanidades; Modelo Didáctico; Enfoque por Actividades.

INTRODUCTION

The problem of forming humanistic values of future foreign language teachers in the context of the crisis of values is highly relevant because these specialists shape the worldview of new generations on which the future of any country depends. Modern students are being formed in the context of market reforms, which cannot but affect the value orientations of young people. Therefore, the tendency towards humanising all aspects of life in our society has become a priority, including in the higher education system, with humanitarian education being a priority. After all, relations within the state and the world at extensive and interpersonal relations can only be built based on a system of humanistic values.

In our opinion, the essence of the "humanistic values" category is the integration of positive ideas that embody moral ideals, carry a programme of personal development, and are formed due to the rise of needs and programmes that determine human life's semantic foundations. The substantive components of the phenomenon under study did not coincide in different historical periods; the historical form of existence of the people's spiritual life determined their specificity.

Humanistic values are laid down in the family with the birth and upbringing of a child, formed and developed at school.[1] The university teacher is tasked with designing such an organisation of the educational and scientific educational space that would shape the student's personality with humanistic values. Higher education has opportunities to form a system of values in students that defines and develops the humanistic orientation of the individual. Language education will meet the goals of humanisation of higher education if texts are selected that reflect students' interests and contain both humanitarian and professional information.[2] It is necessary to include materials related to culture, history, human values and personal development issues in education. The range of motives for learning a foreign language is extensive. The educational prerogative belongs to ethical motivation, i.e. when interest in a language is based on interest in a person from another nation or country. However, in order to practically solve the problem of forming humanistic values of university students in the learning process, it is necessary to find means adequate to the requirements of the time, the level of pedagogical science and the personal interests of students, which determines the relevance of the chosen research topic.

Humanistic values are at the heart of human existence and, along with other equally important values, determine the meaning of human life. The problem of humanistic values in school and university education has been highlighted in modern research. Most scholars consider the possibility of forming humanistic values based on an interdisciplinary or multidisciplinary approach.[3,4,5,6] In addition, scientists consider art's role in forming humanistic values.[7] The study of theoretical foundations and methods of fuzzy modelling is of great practical importance for most areas of human activity, including pedagogy.[8] Some researchers[9] focused on the relationship between a sense of place and creativity, their potential impact on the development of abilities and psychological well-being, studied strategies for organising the educational process to form an axiological system.[10,11]

In our article, we rely on the definition of "value" proposed by Rokeach[12] as a stable belief that a particular

way of behaving or the ultimate goal of existence is more important than a personal or social point of view. The scientist also classifies values into terminal and instrumental values, and this differentiation of values will be used in our study. Quinn[13] and Kripal[14] examined the intertwining of humanism and posthumanism in a Western European university, focusing on the ethical implications and role of the university in protecting the marginalised based on an Italian university, discusses the limitations of a posthumanist ethics of responsibility and proposes a posthumanist ethics of rights for universities instead.

The formation of ethical norms within the university as an educational institution is considered in the works of Braidotti,[15] Davies,[16] Evans,[17] Hassan,[18] Mateos-González and Boliver.[19] Scientists consider student volunteering one way of forming humanistic values.[20] Snaza and Weaver,[21] Siddiqui,[22] and Taylor and Gannon[23] studied the university environment in the context of posthumanist studies.

As the literature review has shown, the issues of implementing humanistic values are widely discussed and debated in the scientific literature. However, the development of specific steps and methodological recommendations to intensify this process is still poorly understood, which determines the feasibility of our research.

This article aims to investigate the role and possibilities of the university environment in forming humanistic values in students who will become future foreign language teachers.

The study's object is the humanistic values of students of the Faculty of Philology, and the subject is the process of forming humanistic values.

In the course of the study, a hypothesis was put forward that requires empirical proof that the process of forming humanistic values in future foreign language teachers will be successful if the student's subjectivity in the educational process, the need for self-education, and the expansion of the axiological content of the discipline through the expansion, deepening, selection and didactic processing of additional material (worldview, methodological, historical, scientific, biographical, general cultural and environmental knowledge and ideas that ensure the implementation of a value-based approach) are ensured.

The authors of this article have set themselves the following research objectives, which were solved in the course of the analysis:

- To outline the essence of the concept of "humanistic values" and describe the main ways of integrating an interdisciplinary approach into the educational process to form humanistic values in the university environment.
- To reveal the role and potential of the university as an educational environment and to develop a theoretical model of the process of forming humanistic values of university students.
- To determine the criteria and levels of humanistic values of university students - future foreign language teachers.
- To experimentally test the effectiveness of a didactic model aimed at forming students' humanistic values.

METHOD

The article is an original research study based on empirical experience.

The study variables were instrumental values and terminal values.

The following methods were used in the study:

- Theoretical methods: the method of analysis and synthesis of philosophical, psychological, pedagogical, scientific and methodological literature, educational programmes for training future foreign language teachers, the method of generalisation to summarise the experience of Ukrainian higher education in shaping students' humanistic values, as well as to formulate the conclusions of the study.
- Empirical methods: surveys, pedagogical methods, testing, methods of ranking, pedagogical experiments (stating, formative, control), statistical methods of analysing results, and methods of diagnosing value orientations by Rokeach.[12]

To this end, a pedagogical experiment was conducted at Ivan Franko National University of Lviv in the academic year 2023-2024 to fill the content component of the educational programme for the training of future foreign language teachers during lectures, seminars and practical classes among 2-3 year students majoring in Secondary Education (English). The experiment's participants were 120 students and 14 teachers involved in the educational process. The study used a simple random sample, which involves selecting individuals from a larger population in such a way that each person has an equal chance of being included in the sample.

The following four methods were used in the pedagogical experiment: case study, problem, project, research, and visual, auditory and audiovisual teaching aids were used.

The experiment consisted of 3 stages: stating, formative and control; the results of each will be presented in the next section of the article.

The ethical parameters of the study include obtaining consent to the survey from all respondents, the

inadmissibility of using methods and procedures that violate the dignity of the respondents 'personality, all study participants were informed about the nature of the study, students' participation in the pedagogical experiment and teachers' participation in the survey was voluntary.

RESULTS

The essence, structure, and classification of values in pedagogy have not been fully explored. The problem of forming values in students in higher education involves selecting values that contribute to the solution of the problems of personal and social development. We propose a broader approach to this problem since humanistic values cannot be reduced to values about the subject world or values in interpersonal interaction. The structure of humanistic values comprises interrelated components: emotional and motivational, cognitive, moral, and reflective.

The model of the process of forming humanistic values of future foreign language teachers consists of the subjects of the educational process, principles, goals and methods, pedagogical conditions for the formation of values, humanistic values included in the socio-cultural value content of normative and elective disciplines; the result (i.e. the projected increase in the level of humanistic values). The pedagogical modelling aimed to identify opportunities to improve the educational process and find reserves for its effectiveness. For this purpose, a model of forming humanistic values for university students was created, described below.

The participants in forming humanistic values are the teacher as a carrier of humanistic values and the student as a subject of education and upbringing who accepts or rejects humanistic values. The model of forming humanistic values for future foreign language teachers consists of three blocks: target, content, evaluation, and result. The goal block of the process model includes the purpose, principles, and conditions for the formation of humanistic values. The content block includes humanistic values in the socio-cultural value content of subjects such as practical foreign language courses, translation theory and practice, pedagogy, foreign literature, psychology, philosophy, and sociology. The value content enhances the general educational potential of each discipline, especially in the context of spiritual and moral culture, where humanistic values are its components. The operational-activity block consists of a methodology for forming humanistic values of university students in the learning process - creative interaction between the teacher and the student based on active learning methods, ensuring the individual's subjectivity and the need for self-education. This is primarily a diagnosis of the formation of humanistic values and making adjustments to the educational process with further improvement of the educational process of foreign language teacher training.

Before the pedagogical experiment, we formed the following criteria for forming humanistic values: emotional and value perception of reality, humanitarian knowledge, humane actions and deeds in situations of moral choice, independent decision-making based on humanitarian needs, adequate self-esteem, and reflection). There are also 3 levels of humanistic values for students of philological specialities: initial, intermediate, and activity-creative.

To study the initial state of formation of humanistic values of philology students during the study process, a statement experiment was conducted (September - December 2023-2024 academic year), in which 120 second- and third-year students and 14 teachers of Ivan Franko National University of Lviv took part.

At the ascertaining stage of the experiment, an oral survey was conducted to form a picture of the formation of humanistic values through conversations during practical classes in philosophy, ethics and aesthetics, history of literature, literature theory, literary criticism, history of foreign literature, and the Rokeach[12] methodology for diagnosing value orientations was used. The students were given a set of 18 cards with values that they had to rank in order of importance to them (1st place - the most essential value, last place - the least important). List A contains terminal values, and List B contains instrumental values. Only the first 7 priority values identified from the summary of the results will be presented in the diagram (figure 1).

It was found that students in both the experimental and control groups have superficial ideas about values. They prioritise material values (money, recognition, power), social vocation, and freedom, and they value honesty, education, and rationality as their instrumental values.

Formative stage. The control group taught philological and pedagogical disciplines using the traditional methodology based on teaching materials and aids. The experimental group tested the theoretical model developed by us. At the formative stage of the pedagogical experiment, our goal was to ensure positive dynamics in the formation of humanistic values in students according to each criterion by including humanistic issues in the content of education. We also developed an integrated particular course on the formation of humanistic values through a foreign language, which actively used fiction and scientific texts in a foreign language, which, firstly, contain linguistic and country studies information not only about representatives of different ethnic groups, people of different cultures, but also about the system of universal values necessary for comfortable coexistence in society. The didactic model of the formative stage consisted of the following components (figure 2).
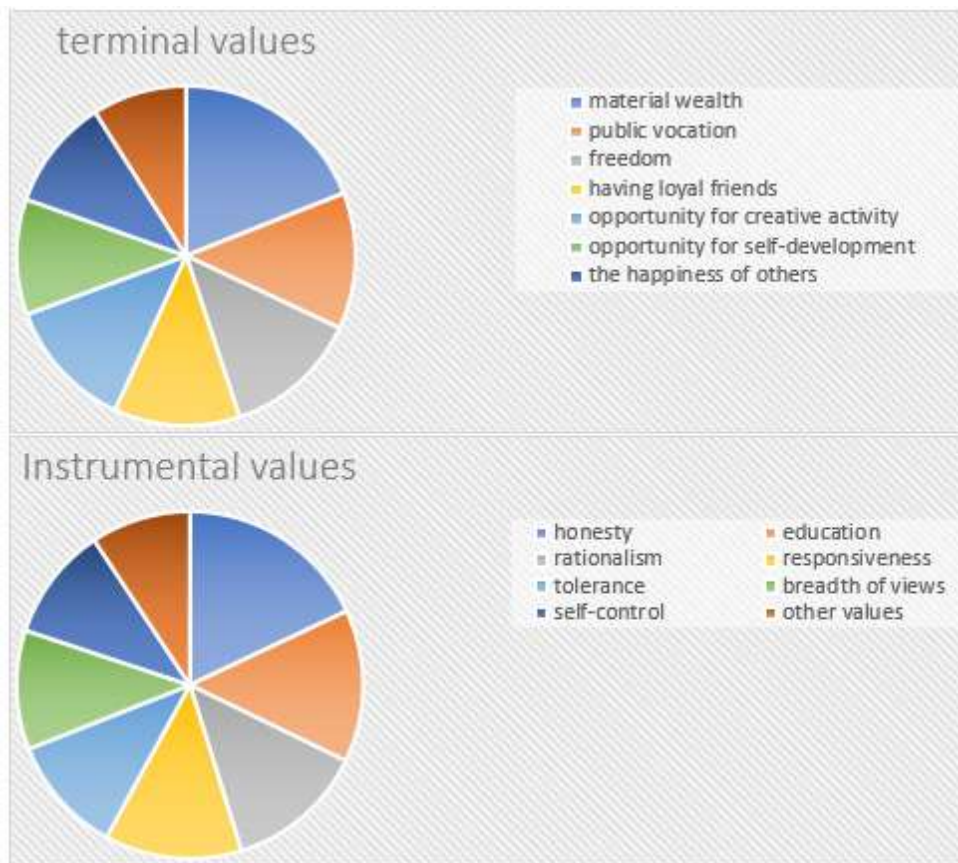
Figure 1. Prioritisation of values at the statement stage of the experiment

Didactic model of the formative stage pedagogical experiment

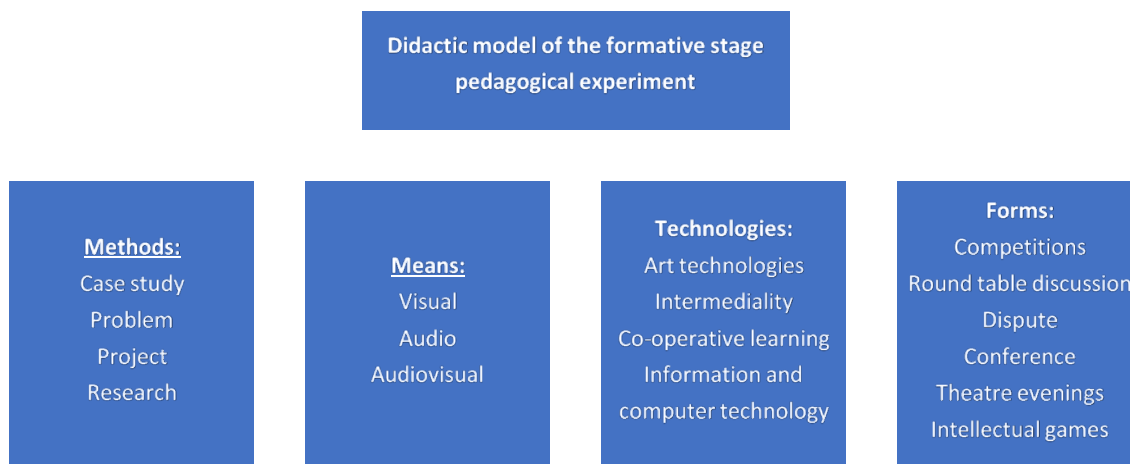| **Methods:**	**Means:**	**Technologies:**	**Forms:**
Case study	Visual	Art technologies	Competitions
Problem	Audio	Intermediality	Round table discussion
Project	Audiovisual	Co-operative learning	Dispute
Research		Information and computer technology	Conference
			Theatre evenings
			Intellectual games

Figure 2. Didactic model for the formative stage of the experiment

The formation of humanistic values in philological specialities involves methods, approaches and principles in teaching humanities. The following ways of forming humanistic values were used during the formative stage:

1. Inclusion in the course of lectures on foreign literature of works that address the problems of value formation.

2. Organising and conducting binary lectures (philosophy and history of foreign literature, ethics and aesthetics, and literary theory).

3. Organising and conducting guest lectures.

4. Application of interdisciplinary, subjective, activity-based, and axiological approaches during seminars, practical assignments and lectures.

5. Development of interdisciplinary courses in elective subjects.

6. Holding roundtables and discussions on axiological topics.

During the study, a survey was conducted among the teachers of Ivan Franko National University of Lviv who

participated in the formative stage of the pedagogical experiment in the number of 14 academic staff. The purpose of the survey was to rank the results of the formation of humanistic values for the further pedagogical activity of future foreign language teachers in order of priority. We present the ranking results as a table (table 1).

Table 1. Results of the ranking of the results of the questionnaire of teachers on the priority of the results of the formation of humanistic values		
Rating place	The result of applying the experimental didactic model	Number of respondents who selected the option
1	Contributes to filling the content of humanities education with a value component	10
2	Stimulates student motivation to study pedagogical and philological disciplines	9
3	Shapes the value system of a student - a future foreign language teacher	8
4	Deepens understanding of philological and pedagogical disciplines	7
5	Improves cognitive abilities	6
6	Broadens the student's general outlook	5
7	Promotes interaction between related disciplines	4

As can be seen from the ranking table of the survey results, the formation of humanistic values contributes, in the opinion of academic staff, to filling the content of humanities education with a value component, stimulating student motivation to study pedagogical and philological disciplines, forming a personal value system of a future foreign language teacher, and deepening the understanding of philological and pedagogical disciplines.

The content basis of the developed model is a system of knowledge about humanistic, universal values of native and foreign cultures, reflected in specially selected value-oriented materials (texts, dialogues of a country studies nature, proverbs, use of musical, poetic techniques, as well as elements of fine arts, texts related to the activities and lives of prominent people, materials related to the concepts of culture, history, human values) and presented in the form of the following modules: related to the future speciality ("Intercultural Communication", "Fundamentals of Tolerant Communication", "Feminism as a Literary Problem", "Man in the Diversity of Peoples and Cultures. National traditions and holidays", "Communication and culture of interpersonal relations"). Each lexical topic involves humanistic communication tasks and various forms of their implementation: the ability to evaluate the information received, extract new information from texts, speak on social and journalistic topics, and express their opinions. At the same time, the most productive forms of work were tasks focused on the development of skills such as cooperation, partnership, mutual responsibility, friendliness, empathy, humanistic attitude towards others, learning based on intellectual games, teleconferences, international telecommunication projects, and team projects (research and creative projects; weeks of theatre, books, music).

While working on the formation of humanistic values in the material of a foreign language, we found that students began to show increasing interest in understanding human beings as intelligent and emotional beings, and their life priorities began to change from material to non-material (ideal, spiritual). The students ' survey prioritised respect, traditions, culture, decency, humanity, benevolence, empathy, sensitivity, spirituality, mercy, and tolerance of other opinions, beliefs, and behaviour.

Having made a comparative analysis of the priority positions of values at the statement and control stages of the pedagogical experiment, we can see the following trends: among the darker values, the priority of a materially secure life, i.e. material values (-6 %), having loyal friends (-2 %), social vocation (-1 %), remained constant, the value of "the possibility of creative activity", while the priority of the value of freedom (+3,1 %), happiness of others (+3 %) increased, and the value of inner harmony became a leader. The system of instrumental values has undergone somewhat lesser deformations: the rating position of sensitivity and tolerance has increased (+2 % similarly), honesty has remained in the same position (+0,1), the priority of rationalism has decreased (-3 %), education (-2 %), self-control and broad-mindedness (-2 % and - "2,1 % respectively). Also, the leading position among the values was taken by "education", and the percentage importance of "responsibility" increased.

The control stage was conducted in May 2024 at the end of the experiment and aimed to show the effectiveness of the applied didactic model. According to Rokeach's[12] methodology for diagnosing value orientations, which we used at the baseline stage, we re-diagnosed the system of values among future foreign language teachers. The priority distribution of values was as follows (figure 3).
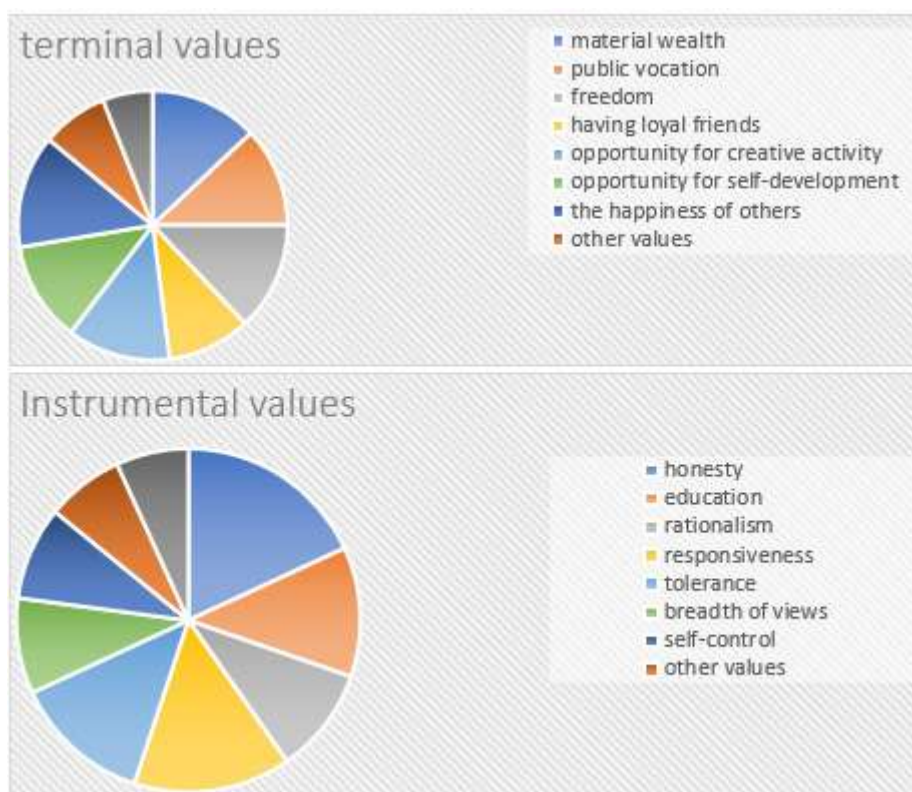
Figure 3. Prioritisation of values at the control stage of the experiment

DISCUSSION

We consider it expedient to agree with the position of Farmer and Farmer,[24] who propose to use a spiritually oriented approach in university education, which can help to form universal human values in each student (love and respect for others, truth, tolerant behaviour, honesty with oneself and others). According to the concept of educating human values, an essential catalyst for the development of a student into a highly functional person with a good character is the constant self-transformation of the teacher and the establishment of stable relationships between the teacher and the student environment.

We also agree with Pedersen[25] that it is important to integrate the humanities and social sciences to form humanistic values because it is impossible to form a student's holistic axiological system within one discipline. An interdisciplinary approach should be at the heart of this process.

To develop humanistic values, we propose to use project-based learning as one of the most effective methods. Project-based learning in teaching foreign languages can help solve pedagogical challenges such as overcoming students' inertia and lack of initiative, enriching vocabulary, developing communication skills, broadening horizons, and expanding interdisciplinary connections between English and related disciplines. To improve the effectiveness of foreign language teaching by students of philology who are future foreign language teachers, we suggest using the following types of projects: research, practice-oriented, informational, creative, and role-playing projects.

The results of our study are somewhat different from those of Bezliudna,[26] who found that "most students do not understand the need to form humanistic values and view studenthood as a period of qualification rather than moral education," and that the quality of students' humanistic values rarely meets the requirements of the teacher. We can partially agree with the opinion of these researchers that the level of humanistic values formation would be higher if the level of humanistic values that students receive at school is not always taken into account in higher education, and therefore, in most cases, there is no continuity in their formation; insufficient level of humanistic competence of future foreign language teachers; ineffective use of activities in the process of humanistic values formation;   limited use of social activities by future foreign language teachers.

CONCLUSION

Thus, the obtained results of the experimental training allowed us to conclude that learning a foreign language in a university environment has educational potential and contributes to the formation of humanistic values in future foreign language teachers. The systematisation of the provisions and ideas that constitute the scientific and theoretical basis for the process of forming humanistic values in students in the process of learning a foreign language has made it possible to clarify the concept of "humanistic values" as a set of

stable groups of value attitudes towards others (empathy, tolerance), attitudes towards oneself (humanity, spiritual beauty, inner harmony), and towards work (efficiency, responsibility, ability to cooperate). These values result in recognising a person as the highest value regardless of his or her nationality or status, social position, psychological characteristics and personal qualities. The formation of humanistic values is a holistic pedagogical process that promotes self-development and self-acceptance of the individual. This process is possible only through the implementation of an interdisciplinary approach in the educational process of training future foreign language teachers. Such an approach makes the formation of humanistic values in the university environment effective. The role of the university in the formation of universal humanistic values is significant, as university courses include such disciplines as philosophy, ethics, psychology, etc.The didactic model we proposed proved to be effective, as during the formative stage of the experiment, we managed to modify and streamline the system of humanistic values, in particular, the values of freedom (+3,1 %), the happiness of others (+3 %), tolerance (+2 %), and reduce the dominance of material values (-6 %).

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CONFLICT OF INTEREST

The authors declare that there is no conflict of interest.

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