

The Improvement of the Quality of Educational and Moral Education Activities at Higher Education Institutions

Maria A. Erofeeva^{1*,2}
Galina S. Goloshumova³
Pati K. Ramazanova⁴
Victoria A. Matanis⁵
Igor V. Bessonov⁶
Irina G. Evseeva⁷
Olga V. Anufrieva⁸

¹Doctor of Pedagogy, Professor of the Department of Pedagogy, Moscow University of the Ministry of Internal Affairs of Russia Named After V.Y. Kikot, Moscow, Russia. E-mail: erofeeva-ma72@yandex.ru.

²Doctor of Pedagogy, Professor of the Department of Psychological and Social-Pedagogical Education, State University of Humanities and Social Studies, Kolomna, Russia. E-mail: erofeeva-ma72@yandex.ru.

³Doctor of Education, Professor of the Department of Pop-Jazz Art, Moscow Pedagogical State University, Moscow, Russia. E-mail: g-gs@mail.ru.

⁴PhD in Philology, Associate Professor, Head of the Department of Humanitarian and Socio-Economic Disciplines, North-Caucasian Institute (branch), Russian University of Justice of the Ministry of Justice of Russia, Makhachkala, Russia. E-mail: patee1@mail.ru.

⁵PhD in Philosophy, Associate Professor, Head of the Department of Journalism, Russian State Social University, Moscow, Russia. E-mail: matanisva@rgsu.net.

⁶PhD in Economic Scientific, Associate Professor, Principal in College, Gzhel State University, Elektroizolyator, Russia. e-mail: igobessonov@yandex.ru.

⁷PhD in Psychology, Professor of the Department of Pedagogy, Moscow University of the Ministry of Internal Affairs of Russia Named After V.Y. Kikot, Moscow, Russia. E-mail: irina.evseeva14@mail.ru.

⁸Associate Professor of the Department of Music, State University of Humanities and Social Studies, Kolomna, Russia. E-mail: anufrieva.7@mail.ru.

ABSTRACT: A system of values, attitudes, beliefs, persuasions, ideals and other personal constructs that determine personal development in future is formed in the educational process at a higher education institution. During the period of training, the institutional impact on a person is completed and further personal changes are formed through the prism of practical experience. That is why this period is very important for the formation and development of a competitive and hardy person. Using the multi-tier structure of higher education, a qualitatively new level of professional training of students can be achieved. The current social, economic and political situation in Russia sets special requirements for the goals and objectives of higher professional education in general and for the future professional in particular. Today, higher professional education should provide high-quality training of highly qualified specialists, as well as a search for and introduction of new forms, methods, technologies in educational work with students. Mentoring of students as activity directed towards the improvement of the educational process quality can be used to achieve these goals, along with traditional methods in the educational space of a higher education institution. The purpose of our work was to study

the concept of “mentoring” in the system of moral education and increasing the effectiveness of this activity in the process of morale building activity of a higher education institution. The paper contains the analysis of the theoretical foundations of the concepts of “moral education” and “mentoring”. The program “Mentoring activities in the educational space of students” was designed and tested. It has been proved that mentoring has an effect on the adaptive abilities of students, and it is an effective method of increasing the personal-adaptive potential of students, and also has an effect on the individual typological qualities of students forming a competitive person.

Keywords: mentoring, higher professional education, moral education activity, personality of a student.

INTRODUCTION

The issues related to morale building activity in a higher educational institution today are very important in connection with the increasing influence of various destructive factors on students: the spread of cyber-crime, extremist ideology, the criminalization of youth in general, etc. As a result of this impact moral standards and rules of behavior are declining, distrust of administrative and power structures is rising, and the danger of dehumanization on the basis of declining levels of intellectual potential increases. All this determines the need for purposeful management of the development process of a student’s personality through scientifically organized morale building activity. Education and moral education were born together with human society and are inextricable elements of the process of transferring experience accumulated by generations. The growing dynamism of life gave rise to the need for continuing education, it required not only training, but also moral education of various age groups. In contemporary conditions, when the way of life in society changes dramatically, the socio-psychological attitudes in behavior, interpersonal relationships become different, special attention should be paid to a young man who has come from a secondary school to a higher education institution (Bonkalo, Erofeeva & Gorokhova, 2008). Even in stable times, a change in social status (schoolchild / student) led to significant psychological stress in the first year of study.

The school is a zone of constant attention to the student, strict regulation of life and control by teachers and parents. Entry to a higher education institution significantly changes the life of yesterday’s applicant - a strict routine is gone, parental control slackens or completely disappears, there is no preparation of homework for each class, the circle of friends changes sharply, etc. The higher education institution, unlike the school, is a system which is more open and subject to change, and a freshman is influenced by a much larger number of factors than in the school. This entails a serious and fairly lengthy process of adaptation to university life. Therefore, the educational process in the university, and especially in the first year, should be focused on the formation of a student’s creative attitude to his own life and activity, on self-education and self-realization, i.e. on the development of personal qualities that help to overcome the complex problems of life (Erofeeva, 2017; Eniashina et al., 2018; Klimova et al., 2018).

The role of a mentor in the first year of study in this regard seems quite significant, since this is the link between the administration and the “freshman”. The mentor is closer to the student and can help the freshman in overcoming various difficulties that arise at first in the higher education institution. Therefore, it is very important to show students at the beginning of training what opportunities a university can provide, to familiarize

them with the available areas of extracurricular work, to create new areas, in addition to entertainment, to help in attempts, maybe even slight ones, to start new things, to involve freshmen in university life through communication with senior students and interesting people of the university. Such assistance, first of all, should be provided by mentors, who know the life of the whole educational institution and their faculty well (Mitina et al., 2017; Goloshumova et al., 2019a; Miloradova & Ishkov 2019; Mitin et al., 2018).

If time is lost, and the student does not receive effective support from the university, then a distaste for university life develops, and, as a result, the influence of negative factors increases. The first session is a serious and important event in the life of a freshman. In many cases, failures in it are associated not only and not so much with the poor academic performance of the student, but with the inability to manage time rationally at the end of the semester and overcome the psychological barrier before exams. And here the help of the mentor is also important. These are individual conversations, help (if necessary) in organizing group and individual consultations, resolving misunderstandings that arise between a student and teachers. As experience has shown, psychological training of students in the exam situation is useful. It allows one to relieve stress, to have more optimistic views on the upcoming examination session.

From the foregoing it follows that the tasks of the mentor in the first year of study can be assistance in adapting yesterday's schoolchildren to the educational process at the university, developing interest in the chosen profession, helping to develop a critical view of their problems and relating them to the problems of peers, and helping to establish contacts at the university in extracurricular activities, reducing anxiety before the session, etc. The work of the mentor is connected with the need for psychological adaptation of yesterday's schoolchild to a new social role and should be a necessary component of the general educational work at the university, aimed at the professional and psychological training of a future specialist (Erofeeva, 2015; Goloshumova et al., 2019b; Mitin et al., 2017; Kalinina et al., 2018).

METHODOLOGICAL FRAMEWORK

Moral education is one of the leading concepts in pedagogy. Various approaches to explaining this category were determined in the course of the historical development of society and pedagogy. First of all, moral education is distinguished in a broad and narrow sense. In a broad pedagogical sense, moral education is a specially organized, purposeful and controlled impact of the group of people, the tutors on the child with the aim of forming the desired qualities in him, carried out in educational institutions and encompassing the entire educational process. In a narrow pedagogical sense, moral education is a process and the result of morale building activity aimed at solving specific educational problems (Shakhbanov & Saipueva, 2014; Khorrami, et al, 2015; Mwaniki, & Ondiek, 2018). From the point of view of I.P. Podlasy (2017) moral education in a broad social sense is passing down accumulated experience from older generations to younger ones (in this case, experience is knowledge, skills, ways of thinking known to people, moral, ethical, legal norms created in the process of historical development of mankind).

In a narrow social sense, moral education refers to the directed impact on a person by public institutions in order to form certain knowledge, attitudes and beliefs, moral values, political orientation, preparation for life. Considering the aspects that make up the concept of "moral education", V.I. Ginetsinsky (1992) focuses on the fact that moral education is, firstly, a process that leads to certain changes; secondly, the social process, as it is carried out through the participation of people, thirdly, development associated with the realization of potentials previously laid down in a person, a socialization process

that proceeds in the form of a consistent and gradual assimilation by an individual and a group of socially developed norms, values, ways of activity (Gaklahova, 2010).

V.A. Slastenin and L.S. Podymova (1997) defines moral education from the point of view of socialization, which can occur either under the conditions of spontaneous interaction of a person with the environment, or purposefully and consciously controlled. Analyzing various interpretations of the concept of “moral education”, we can distinguish common features for them, which are mentioned by many researchers: purposeful influence on the individual’s personality; the social nature of this influence; creation of conditions for the assimilation by a person of certain norms of relations and value orientations for the development and self-development of a person (Menshchikova, 2014). Thus, the content of the concept of “moral education” can be determined through the following essential features: “process”, “formation”, “development”, “personality”, “targeted influence”, “self-education” and characterize it as a process of personality formation in conditions of socialization, which can be either specially organized (controlled and controlled) interaction of educators and students, and spontaneous (perception of experience from an adult that one likes).

Mentoring as One of the Areas of Moral Education

The functions of moral education in an educational institution are performed by all teachers. But in the vast majority of cases, this work with a group of students is carried out by a mentor-teacher - educator, professional, spiritual mediator between society and a student in mastering the culture accumulated by mankind. He organizes a system of relations through various types of educational activities of the group, creates the conditions for the individual self-expression of each student and the development of each person (Plakhina & Kozlova, 2011). Despite this, there are often disagreements, misunderstandings between the teacher and the group. That is why a mentor is attached to help the teacher.

The phenomenon of mentoring is closely related to the history of European universities and comes from Great Britain. It took shape around the XIV century in the classical English universities - Oxford and somewhat later - in Cambridge. Since that time, mentoring is understood as the established form of university education. At that time, the university was a fraternity professing common values, speaking the same language and recognizing certain scientific authorities. The English University did not ensure that all students attended certain courses. Students from some colleges might attend lectures by professors from other colleges. Each professor read and commented on his book. The student had to decide for himself which professors and what subjects he would listen to. The university, on the other hand, presented its requirements only in exams, and the student had to choose the path by which he would attain the knowledge necessary to obtain a degree. The mentor helped him in this. Since the lasting value of that time was freedom (of teaching and learning), the tutor carried out the function of mediation between a free professor and a free student. The value of freedom was closely related to the value of the individual, and the mentor’s task was to combine in practice the personal content and academic ideals. The process of self-education was the main process of obtaining university knowledge, and the mentor initially performed the functions of supporting this process of self-education (Kovaleva, 2014; Mailybaev et al, 2018).

In the XVII century, the sphere of activity of the mentor expands - educational functions begin to acquire increasing importance. The mentor determines and advises the student which lectures and practical classes to attend, how to plan academic work, makes sure that his students demonstrated good academic performance and were prepared for

university exams. The mentor is the student's closest adviser and assistant in all difficulties. In the XVII century, the system of mentoring is officially recognized as a part of the English university system, gradually ousting the professorship. From 1700 to 1850 there were no public courses or departments at English universities. A mentor prepared a student for his exams. When at the end of the 19th century both free departments (private lectures) and collegial lectures appeared at universities, the student had the right to choose professors and courses. During the eighteenth and twentieth centuries, in the oldest universities in England, not only did the system of tutelage give up its positions, but it took a central place in education; the lecture system served only as an addition to it (Kovaleva, 2010).

MATERIALS AND METHODS

The study was conducted at Moscow University of the Ministry of Internal Affairs of Russia Named After V.Y. Kikot, State University of Humanities and Social Studies, Moscow Pedagogical State University, Russian State Social University. The purpose of our work is to reveal the essence of the concept of "mentoring" in the system of moral education and to show the effectiveness of mentoring activity in moral education activities of the higher education institution. To achieve this goal, the following objectives were set:

- to analyze the theoretical foundations of the concepts of "moral education activities" and "mentoring".
- to show the effectiveness of the program "Mentoring in the educational space of university students".

The object of study is the process of moral education in a higher education institution. The subject of the study is mentoring activities of university students. The practical significance of the work lies in the fact that the results of the study and the developed methodological materials in accordance with the program "Tutoring activities of senior students" can be applied in all educational institutions of primary, secondary and higher education (Plakhina, 2009).

RESULTS AND DISCUSSION

We have designed a program "Mentoring activity in the educational space of students". The purpose of the program is to increase the efficiency and quality of moral education activities at the university. The objectives of the program are: the organization of moral education work and morale building activity in groups of first-year students; the development of social activity, initiative of first-year students; creating favorable conditions for the adaptation of first-year students; assistance to the diverse creative development of the personality of first-year students and mentors; shaping up organizational qualities of mentors; the formation of favorable interpersonal relations in the group of students.

Stages of Program Implementation

The testing of the program "Mentoring activity in the educational space of university students" was conducted at Moscow University of the Ministry of Internal Affairs of Russia Named After V.Y. Kikot, State University of Humanities and Social Studies, Moscow Pedagogical State University, Russian State Social University. Senior students

became assistants to the supervisors of student groups. The program included several stages:

Stage 1: Identification of students-leaders among third-year students. Psycho-diagnostic tools were used to identify students with developed leadership qualities. Students who have organizational, creative, communicative, leadership qualities, etc. were required to participate in the program. Only a strong, socially active person can help freshmen in adapting to new conditions, stimulate their academic performance and creativity.

Stage 2: Implementation of a training program for the development of communicative and leadership qualities of third-year students. The success of any activity depends not only on the knowledge and skills acquired by the student during classes, but also on his ability to communicate and build interpersonal relationships. The fact that one can learn managerial skills in the same way as accounting or welding is of particular importance in managing people. Today, many people begin their work as accountants, programmers, social workers. Then, having succeeded in the chosen field of activity, they get promotion, passing to the level of executives, where the ability to manage is required. At the same time, they have to use many interpersonal communication skills that they did not previously need and which they might have avoided — for example, representation, negotiations in resolving a conflict.

The designed training program included exercises for developing the following skills: skills and qualities of initiatives in communication and resolving issues; skills to understand the needs and motives of another person's behavior in the context of the situation; self-confidence; leadership skills; skills of a creative approach to reality. Stage 3: Selecting senior students as mentors for first-year students. At this stage, senior students who have completed training begin to perform mentor duties.

Mentoring as a Stimulating Factor in the Adaptation of Freshmen in the Higher Education Institution

The process of socio-psychological adaptation of first-year students to the university can be attributed to the number of traditional problems of social and educational psychology. To obtain the results of the effectiveness of the program, we conducted a study of the adaptive abilities of first-year students. The object of the study was mentoring as the basis for the successful adaptation of first-year students at a university, and the subject is the adaptation of first-year students as an internal integration process of groups of first-year students. The research procedure consisted of questionnaires and observation of first-year students.

The results of the observation data indicate that the adaptation of first-year students was successful. The following indicators testify to it: all students actively participated in the activities of educational organizations, 54% of first-year students are students-activists; 35% are members of the governing bodies of student clubs and associations; most first-year students are the initiators of many events and projects of the university, and also successfully implement them under the supervision of mentors.

According to the results of the survey, the largest number of students (94%) answered that they saw assistance from mentors, and only 2% of respondents saw help from all three supervisors, that is, both teachers and students. Students-mentors or academic coaches independently participate in preparing freshmen for events or help together with teachers, but not a single teacher works with freshmen without supervisors-assistants. The majority of students (92%) replied that they received information about various events and about the life of students at the university from

mentors; 5% of students answered that they receive information from other students and 3% of students receive information from teachers. Consequently, mentors constantly visit their groups and contact with them.

When asked about trust in supervisors, most students (91%) answered that they were closer to mentors. According to the data obtained, we can state that mentors earn a lot of trust, since they were able to build friendly, trusting relationships with first year students, and also found the right approach to the personality of each freshman. The vast majority of students (96%) believe that it is easier for them to find a common ground, seek help from mentors, and 4% can turn to teachers. All the students interviewed unanimously expressed their desire to leave senior students as mentors or academic coaches in their second year. It follows that it is easier for students to adapt to new conditions with the support and help of mentors. A unanimous positive answer was received to the question about the continuation of this experiment among subsequent first year students. From the foregoing it follows that mentors play a large role in the life of first-year students, in particular, they:

- create conditions for them to successfully adapt, organizing various events in groups and between groups of students;
- find a way to provide timely assistance;
- encourage students to be active, to take the initiative;
- create a warm friendly atmosphere among university students.

The study conducted allows us to conclude that the introduction of the program “Mentoring in the educational space of university students” has a positive result and deserves to be continued.

The Effect of the Program “Mentoring in the Educational Space of University Students” on the Formation of a Student’s Competitive Personality

At present, the role of personal qualities in the life of a contemporary student is increasing, since his professional activity is connected with business and personal contacts. And in each case, success depends on the personal qualities of a person, on his ability to work with people. A university graduate with a number of professional and personal qualities is believed to be competitive. In the framework of our research, we conducted a study of competitive personal qualities among students-mentors to determine the dynamics of their development. The object of the study was mentoring activity of senior students as a factor contributing to the formation of a competitive person, and the subject is the personal qualities of a competitive person. The following techniques were proposed to participants of the study: the technique “Leader” (identifying leadership qualities and their markedness); the technique “Leader or follower” (identification of ability to influence people around); the technique “Do you know how to control yourself?” (assessment of self-control, ability to restrain excessive emotions).

The study procedure consisted of giving instructions to participants, test questions, and forms to record replies. According to the results of the technique “Leader”, it was found that the number of students with strongly expressed leadership qualities increased by 44.1% after the first year of the testing of the program compared to the results before the program was introduced into the educational and moral education process. Comparing the results obtained before and after the implementation of the program in the educational and moral education process according to the questionnaire “The leader or the follower”, it can be noted that the number of students able to effectively

influence others has increased by 44%. Thus, being engaged in mentoring activity, senior students learned to influence others, which helps them to feel quite confident in their relationships with people.

The results of the technique “Do you know how to control yourself?” showed that while before the program implementation the number of student-mentors with a high level of communicative control was 35.5%, then after the testing of the program, the number of such students increased up to 63.1%. Thus, we can draw the conclusion that the implementation of the program “Mentoring in the educational space of university students” contributes to the development of the personal qualities of senior students, required for the formation of a competitive person.

CONCLUSION

Moral education plays a significant role in the formation and development of students' personality. Since the person is brought up and nurtured both in the classroom (training) and in the course of extracurricular activities (moral education events), the responsibility for the formation of the student's personality is placed on the system of moral education activity.

The results of the conducted study and analysis of the life of freshmen showed that during the program implementation of “Mentoring activity in the educational space of university students” the adaptation process for most students was easy, fast and successful. According to the students themselves, the mentoring activity of senior students contributed to the accelerated process of their adaptation at the university.

Thus, we can conclude that the program “Mentoring activity in the educational space of university students” on the one hand has an effect on the success of adaptation of freshmen, and on the other hand contributes to the development of personal qualities of senior students, required for the formation of a competitive person.

REFERENCES

1. Bonkalo, T.I., Erofeeva, M.A. & Gorokhova, I.V. (2008). *The main categories and concepts of special pedagogy and psychology*. Kolomna: KSPI.
2. Eniashina, N.G., Ovsyanik, O.A., Khammatova, R.S., Azyrkina, E.I., Vasyakin, B.S. & Belogrud, I.N. (2018). Formation of the educational system of the Russian federation: gender differences. *Modern Journal of Language Teaching Methods*, 8(5), 501-509.
3. Erofeeva, M.A. (2015). *Pedagogical system of students' professional readiness for gender education of schoolchildren*. Moscow: Econ-inform.
4. Erofeeva, M.A. (2017). The formation of a culture of interethnic youth communication. *Academic Bulletin. Scientific and Practical Journal*, 2(24), 44-49.
5. Gaklahova, E.S. (2010). Professional formation of a college student in educational activity: a conceptual and terminological aspect. *World of Science, Culture, Education*, 2(21), 144-146.
6. Ginetsinsky, V.I. (1992). *Fundamentals of theoretical pedagogy*. St. Petersburg: Speech.
7. Goloshumova, G.S., Ershova, O.V., Salakhova, V.B., Kidinov, A.V., Nalichaeva, S.A. & Yanysheva, V.A. (2019a). Information and educational environment of higher school as a

factor of the formation of coping strategies in the structure of students' personality (ecological and psychological aspect). *EurAsian Journal of BioSciences*, 13(2), 1867-1874.

8. Goloshumova, G.S., Gribkova, O.V., Kidinov, A.V., Tkhuogo, M.M., Chernova, O.E., Telysheva, N.N. & Agadzhanova, E.R. (2019b). Specific features of life orientations among students and their interrelation with professional formation. *Revista Praxis Educacional*, 15(34), 673-682.

9. Kalinina, N.V., Zaretskiy, V.V., Salakhova, V.B., Artamonova, E.G., Efimova, O.I. & Lekareva, E.E. (2018). Psychological and pedagogical resources of security provision and prevention of internet risks and life threats among children and teenagers in the educational environment. *Modern Journal of Language Teaching Methods*, 8(8), 118-129.

10. Klimova, E.M., Kamyshanov, A.A., Poruchkina, S.M., Zhilyaev, A.A., Ionkin, V.B., Mikhaylovsky, M.N. & Deberdeeva, N.A. (2018). Subjective factors of occupational mobility. *Modern Journal of Language Teaching Methods*, 8(12), 49-57.

11. Kovaleva, T.M. (2010). Organization of tutorial activity in the modern school. *Problems of modern education*, 4, 19-23.

12. Kovaleva, T.M. (2014). Implementation of the principle of openness in the construction and application of educational technologies. *Domestic and foreign pedagogy*, 4(19), 63-71.

13. Menshchikova, I.Yu. (2014). *Research of the educational functions of higher vocational education*. In the book: Innovative activity in the education system Akhmedpashaeva K.A., Menshchikova I.Yu., Tatarinova GB, Tyulicheva L.D., Chernobabova K.V., Shapovalova E.A. Moscow: Center for Scientific Thought, pp. 33-64.

14. Miloradova, N.G. & Ishkov, A.D. (2019). Training of the highly qualified personnel in the postgraduate study in Russia and Tajikistan: results of the sociological poll. *International Journal of Applied Exercise Physiology*, 8(3), 373-380.

15. Mitin, S.N., Kidinov, A.V., Fedotov, S.N., Leontev, M.G., Bolotova, A.K. & Kalinin, I.V. (2018). Modern models of career readiness. *Modern Journal of Language Teaching Methods*, 8(3), 78-86.

16. Mitin, S.N., Shukshina, L.V., Bazhdanova, Yu.V., Koretskaya, I.A. & Vasyakin, B.S. (2017). Value and meaning attitudes as a factor of forming tolerant ethnic consciousness in the multicultural milieu of a higher education institution. *Eurasian Journal of Analytical Chemistry*, 12(7b), 1193-1200.

17. Mitina, I.D., Vasyakin B.S., Pozharskaya, E.L., Berezhnaja, M.S., Khudyakova, T.L. & Kovaleva, N.B. (2017). The development of psychological and pedagogical support for the students' social and professional self-determination system. *Modern Journal of Language Teaching Methods*, 7(12), 275-285.

18. Plakhina, L.N. (2009). Psychological and pedagogical conditions formation of management qualities of future teachers of professional training. *Bulletin of the Russian State Pedagogical University*, 94, 193-199.

19. Plakhina, L.N. & Kozlova, N.V. (2011). *Organization of educational work in a student group: a guide for mentors*. Penza: Penza State Technological University.

20. Podlasy, I.P. (2017). *Pedagogy*. Moscow: Yurayt.

21. Shakhbanov, Sh.N. & Saipueva, E.B. (2014). Bioethic education of personality as a philosophical-social and psychological and pedagogical phenomenon. *Humanities, socio-economic and social sciences*, 2, 60-63.
22. Slastenin, V.A. & Podymova, L.S. (1997). *Pedagogy: Innovative activity*. Moscow: Innovation Activities.
23. Mailybaev, G. S., Zhexembayeva, Z. R., Nurgaliyeva, S. A., Zholumbayeva, R. M., & Utegulov, D. E. (2018). The efficiency of the education system in Kazakhstan: Programme for International Student Assessment (PISA). *Opción*, 34(85-2), 600-626.
24. Khorrami, F. T., Fallah, M. H., & Abadi, H. Z. M. (2015). The Effect of Unconscious Influences of Satellite Channels on Attitude of Using Satellite. *UCT Journal of Social Sciences and Humanities Research*, 3(1), 61-67.
25. Mwaniki, P., & Ondiek, C. O. (2018). Evaluation of the Effects of SaaS on SMEs in Nairobi County, Kenya. *Journal of Information Systems Engineering & Management*, 3(3), 20.