

**IFTE 2018**  
**4th International Forum on Teacher Education**

**COMMUNICATIVE FACTOR OF THE MORAL AND ETHICAL  
BACKGROUND OF THE STUDENT'S PERSONALITY**

R. N. Khakimzyanov (a)\*, A. N. Levanov (b), I. M. Puchkova (c)  
\*Corresponding author

(a) Kazan Federal University, Kazan, Russia, r.khakimzyanov@gmail.com

(b) Kazan Federal University, Kazan, Russia, levanov-18@mail.ru

(c) Kazan Federal University, Kazan, Russia, irina\_puchkova@mail.ru

*Abstract*

The background for the success of the modern student is not only his intellectual, physical and mental preparation, but also his moral and ethical social responsibility for his behavior and actions. Moral and ethical background is considered to be as responsibility of the individual for his behavior in terms of morality and ethics, as well as responsibility of social communities for the existing moral system and moral relations. The aim of the research is to define the content and correlation structure of the moral and ethical background of the student's personality. Empirical research has made it possible to distinguish a correlation structure and content of the communicative factor of the moral and ethical background of the personality, which includes: "Sociability"; "Emotional strength in communication"; "Emotional effectiveness in communication"; "Flexibility of communication"; "The ability to control emotions during communication"; "Desire to approach people on an emotional basis". The results of the research are the basis for reviewing the standard set of programs on psychological work and students' follow-up at different stages of the educational process. Diagnostics of the communicative factor of the moral and ethical background of the student's personality makes it possible to develop the optimal psychological follow-up of the student both at the stage of adaptation and throughout the entire course of his educational activity. The results of the research make a huge contribution to the work of psychological services of various educational institutions.

© 2018 Published by Future Academy [www.FutureAcademy.org.UK](http://www.FutureAcademy.org.UK)

**Keywords:** Morality, ethics, morale, communication, personality, educational process.



This is an Open Access article distributed under the terms of the Creative Commons Attribution-NonCommercial 4.0 Unported License, permitting all non-commercial use, distribution, and reproduction in any medium, provided the original work is properly cited.

## 1. Introduction

The keystone of the success of the modern student is not only his intellectual and mental preparation, but also his moral and ethical social responsibility for his behavior and actions, both in the educational system, and beyond. It is important to note that every citizen has a moral and ethical social responsibility for his actions. The relevance of the study of the moral and ethical responsibility of the student is determined by the change of life guides and values in the youth environment when "the elder does not understand the younger", which leads to the conflict between generations.

Moral and ethical background of the personality is considered to be as responsibility of the individual for his behavior in terms of morality and ethics, as well as responsibility of social communities for the existing moral and moral relations. Along with institutional, administrative and legal responsibility, moral responsibility is the main non-institutional controller of the relationship between people, colleagues, between the individual and the society, and between different social institutions (Kuznetsov, 2005).

From our point of view, when studying and building moral and ethical background of the student's personality, one should pay special attention to the study of his communication activities, since communication activities of the individual is a part of culture, and is viewed through the lens of upbringing principles and traditions. When analysing communication activities, one should refer to the communicative, moral and ethical consciousness which is "a set of mechanisms of human conscience that ensure his communication activity" (Sternin, 2001). Based on the above, we can address the problem of developing the moral and ethical background of the student's personality by developing his communication environment.

## 2. Problem Statement

The background for the success of the modern student is not only his intellectual, physical and mental preparation, but also his moral and ethical social responsibility for his behavior and actions. Moral and ethical background is considered to be as responsibility of the individual for his behavior in terms of morality and ethics, as well as responsibility of social communities for the existing moral system and moral relations. Along with the institutional, administrative and legal responsibility, moral responsibility is the main non-institutional controller of the relationship between people, colleagues, between the individual and the society, and between different social institutions (Popov, Golubeva, Ustin, 2008; Popov, Puchkova, & Ustin, 2016). It is important to note that every citizen has a moral and ethical social responsibility for his actions. When investigating and developing moral and ethical background of the personality, one should pay special attention to the study of the communication environment, since communication activities of the individual is a part of culture, and is viewed through the lens of culture, upbringing principles and traditions. When analysing communication environment, one should refer to the communicative, moral and ethical consciousness which is "a set of mechanisms of human conscience that ensure his communication activity". Based on the above, we can address the problem of developing moral and ethical background of the student's personality by developing his communication environment.

### **3. Research Questions**

The main aim of the research is to define the content and correlation structure of the moral and ethical background of the student's personality.

The object of the research is the moral and ethical background of the student's personality.

The subject of the research is a communicative factor of the moral and ethical background of the student's personality.

### **4. Purpose of the Study**

The aim of the research is to define the content and correlation structure of the moral and ethical background of the student's personality.

### **5. Research Methods**

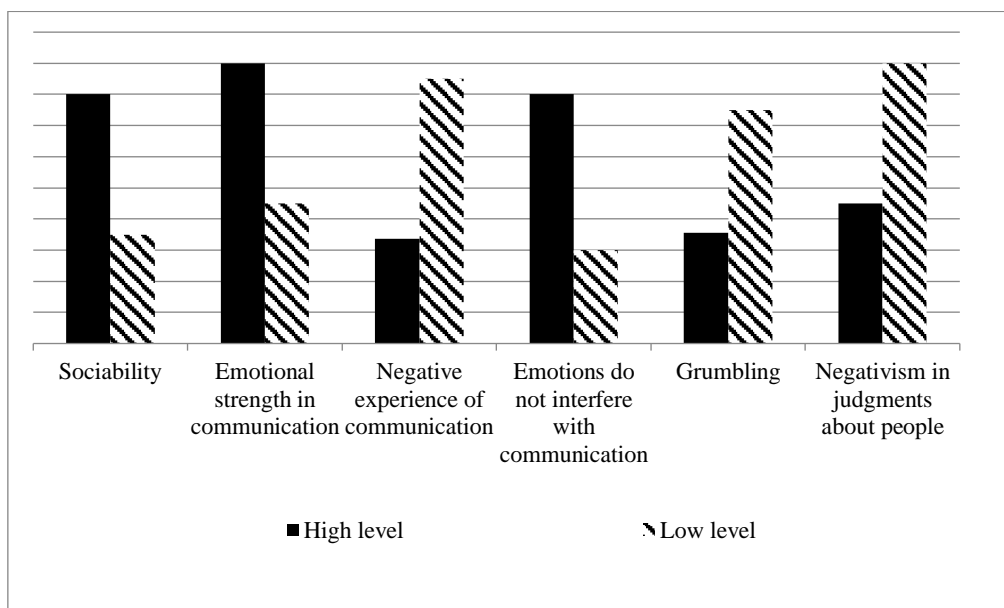
The following methods of research were used to achieve the aim and solve the problem: theoretical: analysis of scientific literature on the research problem; empirical: method of interview, psychological assessment; methods of statistical analysis of empirical data (Cohen, Manion, & Morrison, 2002).

The results of psychological tests conducted with students of various field of education of the Kazan Federal University between the ages of 18-25 were used as materials for the study. The results of the research are based on a reliable methodological and theoretical basis.

The reliability of the results of the research was provided by the scientific validity and consistency of the initial theoretical positions; support of basic theories of foreign and national psychology; the use of found, valid, reliable, proven psychological assessment methods; representativeness of sample of the study; complex use of standard methods of mathematical statistics using the program complex SPSS 22.

### **6. Findings**

In order to achieve the goal, the respondents were split into two groups: with a high (group 1) and low level (group 2) of moral and ethical responsibility. Statistical comparison of indicators according to the Mann-Whitney U test gave the following results (Figure 1).



**Figure 01.** Degree of communicative attitudes among respondents with different level of moral and ethical responsibility

The results of the statistical analysis of the Mann-Whitney U test show that respondents with a high level of moral and ethical responsibility have a higher capability of controlling the relationship between the individual and the society, and between different social institutions.

According to the linear correlation (Pearson correlation coefficient), the following significant relationships were identified:

1. "moral and ethical responsibility" indicator has a direct correlation with the "sociability" indicator ( $p \leq 0.001$ ), this means that development of the skill to find a common language with the partner for communication, find the right word in different situations and ability to express one's thoughts clearly, without constraint and fear, will help to develop moral responsibility;

2. "moral and ethical responsibility" indicator directly relates to the "emotional strength in communication" indicator ( $p \leq 0,01$ ), this means that development of the skill of ruling one's conduct and actions in various communicative situations leads to the increase of moral and ethical responsibility level;

3. "negative experience in communication" indicator has a back link with the "moral responsibility" indicator ( $p \leq 0,01$ ), this allows to conclude that negative experience of communication with people can lead to the decrease of the level of moral and ethical responsibility;

4. "Negativism in judgments about people" indicator has a back link with the "moral and ethical responsibility" indicator ( $p \leq 0,001$ ), this shows that impersonal conditional negative conclusions about some types of people and individual aspects of interaction (there is a place for sorrowful moments in life as well, which would be naive to ignore) lead to the fatal decrease of moral and ethical responsibility.

Based on the results of the correlation analysis conducted, we can conclude that the communicative environment of the personality contributes to the development of the moral and ethical background of the personality, that is, by developing positive communicative attitudes and overcoming different obstacles in establishing social contacts, we will be able to develop moral and ethical background of the student's personality.

The results of the correlation analysis made it possible to obtain a distinct correlation structure and the content of the moral and ethical background of the personality which consists of the following indicators: sociability; emotional strength in communication; negativism in judgments about people; negative experience of communication; flexibility of communication; ability to control your emotions in communication; desire to approach people on an emotional basis. This indicates that these indicators create a single correlation structure of the communicative component of the moral and ethical background of the personality.

The results of the factor analysis made it possible to define that some of the characteristics under investigation can be grouped according to the common factor:

- “Sociability”;
- “Emotional strength in communication”;
- “Emotional effectiveness in communication”;
- “Flexibility of communication”;
- “The ability to control emotions in communication”;
- “Desire to approach people on an emotional basis”.

The indicators stated above create a communicative factor and support the correlative structure and content of the moral and ethical background of the personality that we received. Therefore, we can conclude that the communicative factor determines the development of the moral and ethical background of the student's personality.

## **7. Conclusion**

A correlation structure of the communicative component of the moral and ethical background of the student's personality was revealed in the process of empirical research, it includes: sociability; emotional strength in communication; negativism in judgments about people; negative experience of communication; flexibility of communication; ability to control your emotions in communication; desire to approach people on an emotional basis.

Empirical research confirmed the content and highlighted a communicative factor of the moral and ethical background of the student's personality. The communicative factor consists of the following indicators under investigation: "Sociability"; "Emotional strength in communication"; "Emotional effectiveness in communication"; "Flexibility of communication"; "The ability to control emotions in communication"; "Desire to approach people on an emotional basis".

Statistical comparison of the data made it possible to reveal that students with a high level of moral and ethical responsibility have a higher capability of controlling the relationship between the individual and the society, and between different social institutions.

The results of the research conducted lead to the conclusion that psychologists can develop moral and ethical responsibility of the students by influencing on the indicators within the communicative factor, thereby preventing them from inconsiderate acts and unjustified risks in the educational and other activities. The results of the research can be considered as the basis for reviewing the standard set of programs on psychological work and students' follow-up at different stages of the educational process. Diagnostics of the communicative factor of the moral and ethical background of the student's personality makes it possible

to develop the optimal psychological follow-up of the student both at the stage of adaptation and throughout the entire course of his professional development. Psychologists working in educational institutions have an opportunity to use the proposed set of methods for conducting psychodiagnostic work with students. The subject of further research may be the development and testing of new methods of psychological follow-up of students with obligatory development of the moral and ethical background of the personality.

## **Acknowledgments**

The work is performed according to the Russian Government Program of Competitive Growth of Kazan Federal University.

## **References**

- Cohen, L., Manion, L., & Morrison, K. (2002). *Research methods in education*. Routledge.
- Kuznetsov, V. G. (2005). *Dictionary of philosophical terms*. Moscow: INFRA-M.
- Popov, L. M., Golubeva, O. Y., & Ustin, P. N. (2008). *Good and evil in the ethical psychology of personality*. Moscow: IP RAS.
- Popov, L. M., Puchkova, I. M., & Ustin, P. N. (2016). Formation of Psychological Readiness for Professional Activity: Competence Approach. *International Electronic Journal of Mathematics Education*, 11(4), 819-827.
- Sternin, I. A. (2001). Native language as a category of Russian communicative consciousness. *Bulletin of the Voronezh State University. Series: The humanities*, 2, 36-44.