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# The formation of value orientations in teenagers under the language teaching process

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## Abstract

This article deals with the ways how to build value orientations in adolescents. Textbooks of the Kazakh language for grades 5-7, which are taught in Kazakstan, were studied in the context of the value formation among students as a method. As a result, Stability and non-contradiction of value orientations allow the development of such personal qualities as determination, reliability, devotion to one's positions and ideals, and activity in one's life position. In conclusion, the most necessary requirement for the adolescence period is the subject of a child's activity is the teenager himself or herself.

**Keywords:** Values, Kazakh language, Textbook, Features.

# La formación de orientaciones de valor en adolescentes bajo el proceso de enseñanza de idiomas

## Resumen

Este artículo trata sobre las formas de construir orientaciones de valor en adolescentes. Los libros de texto de la lengua kazaja para los grados 5-7, que se enseñan en Kazajstán, se estudiaron en el contexto de la formación de valores entre los estudiantes como método. Como resultado, la estabilidad y la no contradicción de las orientaciones de valor permiten el desarrollo de cualidades personales como la determinación, la fiabilidad, la devoción a las posiciones e ideales de uno y la actividad en la posición de vida de uno. En conclusión, el requisito más necesario para el período de la adolescencia es que el sujeto de la actividad de un niño es el adolescente mismo.

**Palabras clave:** Valores, Idioma kazajo, Libro de texto, Características.

## 1. INTRODUCTION

The psychological peculiarity and value of an adolescent are reflected due to their understanding own inner world, due to the start of their self-consciousness creation, and their enthusiasm for determining their future by themselves. Teenagers' attempt to find the meaning of life, recognize themselves, identify their abilities, opportunities, mutual relationships with other people happens simultaneously in their mind so it leads to an ideal formation of value orientations. They seek the life essence from the outside world and compare it to the reality of their imagination. Alongside this, teenagers direct their inner world for gaining personal experience. They cannot

treat people around them in an indifferent way though it is not easy. In their opinion, arisen emotions by them are not a spontaneous thing but it is the state that demonstrates their Ego.

The news that appeared in the result of inner world recognition is not just limited to good feelings; on the contrary, it will lead to the emergence of various excitements. When a teenager is aware of the fact that he is special unlike others, he/she will feel lonely therefore they look for the thing, which can compensate that loneliness. Adolescents will go on communicating with peers but not with everyone, they will choose those who have something in common with them and closer to them by interests' ones. In addition, the given teenager is greatly afraid of being alone. Thus, this stage of their life requires deep research of value orientations regarding children, just after that it is necessary to create the above-mentioned orientations. It is crucial to take into consideration if these value orientations influence positively both children's development as an individual and their active social position.

Value orientations form the core of an internal culture that is the basis for determining human behavior. According to ARKHIPOVA (2010), value orientations are one component of a world view and ideological foundation that ensures the creation of a person's life in the society, thus becoming the indicator related to the level and method of socialization. As for Pashina, it is stated in her studies that contemporary teenagers' value orientations are the means and subject satisfying the needs and purposes of a team or an individual; the given

instrument considers the assessment ratio of material and spiritual benefits' unit (BITINAS, 1995).

The mentioned relationships are reflected in the life essence of individualism and social behavior. Orientations demonstrate the relationship to subject nature as well. This being is the result of its consciously choosing vital objects and substances. Material and spiritual wealth forms a premise for a certain value system existence. On this basis, within the study experiment, there were offered supplementary texts to teaching materials in the textbook. The analysis of their contents empowers to closely connect the values related to mastering the knowledge by students (PODLASSYI, 2018).

Value orientations are an important component of human consciousness, that is why it greatly affects children's perception of the environment, as well as their attitude to the society, social group and vice versa, the attitude towards them. The mentioned value orientations are the elements of an individual's structure so they reflect the inner readiness of a child to perform actions regarding their satisfaction of needs and aims. At the same time, the given value orientations direct a child's behavior in all activity spheres. So they ensure consciously implementing an individual's actions. Value orientations are the system of value concepts; they show the subjective relationship of a child to life conditions. Subjective relations to life is reflected in concrete practical activities. Value orientations as the core of an individual show the basic characteristics and social properties (VOLKOV, 2005).

## **2. METHODOLOGY**

Three components that contribute to value orientations formation were taken into account within the experiments conducted in the study. They are:

1) The cognitive or semantic component is accumulated due to an individual's social experience. On that basis, there was carried out scientific knowledge on verity contributing to value relations creation. They appeared in the result of training materials under exact topics. For example, during the work with the tutorials on updated education content related to education and science values, such texts as Cave paintings (76), Road signs (114, 118, 122), Traffic rules (128), The astronomer in Heavens' mysteries part (152), the sky world (153), galaxy (157), stars myths (160-161), space (164), (167), the first trip (173) were introduced and children could develop their knowledge on the relationship of science and national identity. One of the main goals was to underline the role and importance of mankind about the world, science, and education in humanity's growth. On the other hand, the topics on traffic rules have both educational and applied significance that teenagers master, and by recognizing social norms in relation to value orientations, the latter's connection with nature, with peculiarities of social behavior system, and children will be taught the given materials in the mentioned above cohesiveness. As the young generation is involved in linguistic classes, they are educated to apply the gained knowledge by them in different life situations;

2) Emotional components that both demonstrate an individual's private attitude to certain values and define subjective essence regarding the mentioned relations. The item that was taken into consideration from an emotional point of view is target-teaching materials' effect on learners' inner world, thus it is possible to fasten their outlook and human qualities in the dense unity. To achieve the aim, it is necessary to include such assignments and themes that deal with close and familiar to children's everyday situations. For the realization of this task, special attention was given to teaching materials' possibilities. In particular, in the 5<sup>th</sup> grade textbook, Part 3 is called Family traditions and customs. In the same part, the topics of 7-8<sup>th</sup> lessons are customs.

### **3. RESULT**

The content of the main text for the lesson is as follows:

Task 1. Read the text and define the keywords.

Ala zhip attamau. Do not jump over someone's stripe rope. There are various concepts and interpretations about a striped rope in the Kazakh culture. For example, there is a so-called Tussau kisser ceremony that stands for celebrating a child's first step, and when people are bad with each other, when they hurt each other's feelings, ala zhip concept is accordingly applied. Ala zhip attamau. This idiom teaches morality, honesty and humanity. That is, nobody should do

harm to others, no one should steal other people's livestock or property, etc. If someone says, I have never jumped over somebody's stripe rope, it means that this person is honest and sincere (DAULETBKOVA & KOSSYMOVA, 2017).

Assar. When a family has a heavy work that they cannot cope with, they ask inhabitants of their village to help so neighbors are invited to assar, sometimes to such types of work as building a house, sowing, mowing grass, etc. Of course, these works are bulky and require much energy and power from people. Helpers are not normally paid for their labor; a proprietor lays the table with delicious meals and drinks. In Kazakh culture, it is a tradition to slaughter cattle in honor of the helpers. Assar is the reflection of working in a team as a knit collective, as well as the knack of mutual understanding and getting along well with each other. Similar customs are still available in the country (PASHININA & POPOV, 2017).

At mayi. Horse fat. In the earlier times, poor people who did not have a horse to ride somewhere used to ask their relatives, wealthy neighbors to lend their horses for several months. The sense is when riding a horse for a long journey, the cattle lose weight and its state. The person who used to borrow someone's horse knew it so he expressed his intention by asking horse fat. In the Kazakh culture, wealthy people could not help refusing the person who wanted to borrow a horse. It is understood that borrowers used to pay fee or reward for using the cattle, the given gratitude was called at mayi. However, there were situations when lenders did not take anything in

return. By nature, Kazakh people are helpful and they are always ready for providing others with the necessary things in critical moments. At the same time, they are good at charitable actions that are considered one of the customs signs related to charity.

«Traditions and customs of the Kazakh» book were used for the following:

In the textbook, there is one speaking assignment regarding the given text.

Task 2. Answer the questions.

- What does Ala zhip attamau stand for?
- What types of work are performed in Assar?
- When does At mayi happen? In what situations?
- Was it mandatory to ask for a reward from a borrower for At mayi?

In our opinion, the given assignment refers to the reproductive approach because the questions are very easy for 5<sup>th</sup> grade pupils. They can retell the content due to the text itself. The questions do not cover the ones that make children think from the point of view of critical thinking. However, the text has cognitive and value essence, the means

that lead to mastering the material are absent and not realized. Therefore, it was needed to improve the assignments. To combine the information in the text with value orientations, assignments were considered again, supplemented and were made some amendments. For this reason, for task 5 logical questions were composed to make children think, interpret and let the customs pass through themselves.

For example:

- What qualities do you see in these customs peculiar to Kazakh people?
  
- What tradition is of the most significant in your mind? Why?
  
- If you organized assar, who would be invited by you?
  
- Which of the above rituals can be adapted to modern requirements? Prove your thoughts.

In the next step, according to the text, a writing assignment is included. The aim of this assignment is to enrich learners' active vocabulary by using unfamiliar words from the text, at the same time, to teach the meanings of words to master the content accordingly. Task: Define the keywords from the text related to the custom chosen by you and compose the dictionary of the given keywords.

The next activity with the text is presented as a case study.

Task: Aquarium. The pair work. Based on the text content, compose a dialogue on the chosen by your customers with a foreign friend.

Requirements:

- Do not deviate from the topic.
- Reveal the essence of the Kazakh custom.
- Be able to express your point of view on the chosen usage.
- Develop the conversation competently.
- Use accordingly the speech etiquette in communication.

Needed words: Awesome! What a miracle! True moral values! Tell me. To my mind. In your opinion, etc. Watch the episode related to assar from the boy who sucked two breasts' film made by Kazakh-film, and then write your opinion on the mentioned episode. Therefore, our research considers and develops students' media awareness and media culture principally through exercises and activities to them. As a result, students are taught to gradually apply media resources. As part of this task, the information resource was obtained in accordance with creating the learners' initial habits regarding searching and analyzing skills. Such systematic tasks awaken students' interest in exploring the value of national customs due to searching on their own, building valuable relationships with it, stabilizing the value position, and finally

respecting and adhering to the traditions and customs, at the same time, the mentioned values make the young generation think and arouse their interest. This will allow knowledge to become a value orientation.

3) Behavioral components that appeared through the relationship of the first two components. To recognize the truth and take it for granted, it is a person's desire to act in accordance with the plan that he/she has developed, because of his / her passion for the subject. As stated above, the knowledge given on each value is mastered by learners because of their applying the given knowledge in life.

For example, health education should focus on creating a learner's healthy lifestyle. The value orientations formed this way are the result of the interaction of internal and external in the process of personal development, the subjective image of the objective world in the perception of a particular individual. As value orientations are accepted by sensation and intuition, they play an important role in determining the orientation of an individual in the social sphere.

A teenager's value orientations are created because of the gradual penetration of inter information into the child's inner psychophysical world due to a child's being socialized. It was taken into account in each activity that students perform. Creating a system of value orientations demonstrates the process of personality

formation; the mentioned system was implemented as a means of realizing social goals.

The system of forming value guidelines can be expressed as follows: motive-need-interest-orientation - value relation - value position-value orientations. For example, the interest in this chain is a conscious need, orientation - a personality's readiness to navigate in accordance with the evaluative abilities formulated because of social experience formed due to the attitude to various social phenomena.

Value orientations are perceived as the general orientation regarding the consciousness and activity of an individual. Value orientations are defined both with consciousness and outside of consciousness, are formed based on individual experiments. In the case of value orientations formation, they reflect a personal hierarchy of value totality, which determines the nature of their choice in a person's direction and behavior (LEZHNINA, 2009).

Researchers in the analysis of value orientations creation mechanisms reflect the role of unconstrained education, containing social positions and trust. Interiorization is the process of transforming social ideas into the human experience, which warns against negative actions, striving to positive ones. In addition, interiorization is the process of not only assimilating social norms but also transforming these ideas into a dominant regulating human life. We can assume that the process of interiorization occurred only when a person fully understands and owns social ideas.

Thus, the formation of value orientations is performed because of objective values' transition to subjectivity and individualization, concluded I. P. Podlassiy. The scientist systematized the hierarchy of diverse development of consciousness and values in the period from birth to forming an individual's personality according to five levels:

Level 1: egocentric, self-recognition (infancy);

Level 2: family (kinship) values (period of growing teenagers);

Level 3: social, civic, national values (adolescence);

Level 4: universal humanity values (adolescence, youth);

Level 5: universal values (youth, civil period).

In the process of creating value orientations, we took into consideration the tasks related to forming in a learner's mind the motor power that leads a child's behavior to good things and the ability to turn on the brakes on time in negative situations to prevent themselves from troubles.

This is the essence of the word unconstrained education. In case of creating internal regulators of the child, it is very possible to abandon the actions leading to their compulsory execution. For a teenager, their direct participation in socially significant matters is crucial. BITINAS (1995) says: the big role in the teenage period is not

played by social ideas but adults' emotional attitude and attempts that fulfilled accordingly.

At the initial stage of the teenage period (in 5<sup>th</sup> grade), the feeling of satisfaction with the actions done properly and the offender for wrong things prevails. According to the researchers, if a child grows up in a dysfunctional family, then they have an insufficient state of joy since they were short of joy feelings. In order to change the mentioned negative position, it is necessary to compose such tasks and activities to create an environment that enables to present children a good mood and warm atmosphere.

It creates the premise for adolescents to feel good, to perceive it with pleasure. The educational process is effective not in the form of admonition or instruction, but in the development of personal needs and interests of adolescents, it is effective and fruitful when the given aims are directed to carry out teenagers' abilities at their ease, that is without forcing the young generation do something.

We can show two aspects of the assimilation process of values in adolescents: content and activity (procedural). The content component values stand for the knowledge on norms of behavior, the ability to share people's joy and sadness, ways to distinguish between behavior related to values and their reasonable use. Accordingly, the youth should master the mentioned knowledge.

In addition, the content component includes the presence of an internal willingness to act because of principles that have been known to date. However, adolescents still lack stable moods appropriate for their age. In the activity aspect, adolescents will be ready to obtain moral values as well.

It includes children's stepwise actions in the interval from a conscious understanding of the content regarding moral values and norms to their implementation in life. Each of these steps depends on how important the values are for an individual child, their willingness to use these values in their actions, proper implementation of social and pedagogical requirements in which the process of mastering values takes place.

The orientation process requires joint coverage of three consecutive interconnected stages that ensure a teenager's development:

- Digesting period. At this stage, a child sorts out and selects the values in society in accordance with the functions they perform, creates value relation, as well as assimilates the skills necessary for value orientations;

- Period of change. During this period, the child seeks to create their Ego based on the values that he has interpreted. Its embodiment takes place because of the close interaction of such concepts as I am the reality, I am the ideal and the life ideal. Here, the value position takes a key place;

- Forecast period. This is the last stage in children's development, aimed at the formation of life goals. This is taken as a benchmark criterion. It is required that the completed tasks can serve the development of students' value orientations.

Developed value orientations are a sign of maturity, growth of an individual, an indicator of an individual's socialization. Stability and non-contradiction of value orientations allow the development of such personal qualities as determination, reliability, devotion to one's positions and ideals, and activity in one's life position. If contradictions arise, they lead to instability of behavior. The unsurpassed development of value orientations is a sign of infantilism.

#### **4. CONCLUSION**

To conclude, the most necessary requirement for the adolescence period is the subject of a child's activity is the teenager himself or herself. Sometimes children learn to behave properly, sometimes they can refute everything, and now they are ready to take all the necessary things for themselves independently. They begin to regulate their actions on their own, imitate specific patterns and individuals and strive to improve their merits and abilities as well. At this age, adolescents learn the skills of setting a specific goal, independently determining the stages of implementation. Thus, due to willingness for self-development, they expand capabilities and opportunities in their body.

Merits related to personality grow qualitatively. The most important thing is to explain to children that their development occurs not only as a result of natural ability but also in many ways through both self-education and self-improvement. The presence of confidence that their best study is in their hands, along with knowledge indicator increase, contributes to personal qualities enhance as well. Thus, teenagers learn to think independently, make decisions, make a right choice, distinguish the most necessary and optimal decisions from different ones, understand and recognize various situations, compare them and evaluate the right ones, set a common goal and try to achieve them in a team, together with others, if necessary, take risks. We highlight not just on the comprehension of facts, but also on teaching critical and creative thinking.

One of the important factors contributing to the increase in students' value orientations is students' self-development. The desire for self-development leads to such conscious actions as making friends admit him or her as an individual, having authority among peers and owning a strong position, overcoming faced obstacles, making dreams come true, and also being able to make themselves do something that is necessary for them. Of course, for children in 5th-6th grades, the above-mentioned properties are not fully seen but in 7th grade, the first signs of the given merits begin to be observed. The crucial thing is the availability of premises.

A person in life has to make a choice related to various situations: education, friends, family and personal matters. It is

understood by children at a primary school, however, the first step to make independent choices and decisions starts at adolescence age. Of course, because of experience lack, teenagers may go wrong, fail or face trouble in their attempts. The purpose of both school and family upbringing is to give the right orientation at such moments, show the way, teach them how to solve problems, how to correct mistakes and do things in a proper way.

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