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This Journal, the Scientific Letters of Academic Society of Michal Baludansky has been conceived by the founders of Academic Society of Michal Baludansky as a printed platform for exchanging knowledge between university scholars and experts from different countries who take a keen interest and activities of the outstanding scientist, educator and statesman Michal Baludansky.

Шановний читачу,

пропонований журнал «Scientific Letters of Academic Society of Michal Baludansky» задуманий засновниками Академічного співтовариства Михайла Балудянського як друкування видання з обміну знань між вченими і фахівцями університетів різних країн, що мають безпосереднє відношення до життя і діяльності видатного вченого, педагога і державного діяча Михайла Балудянського.

*Lenka Dubovicka, editor*

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Labunets Yuliia

## MORAL PERSONALITY'S UPBRINGING THROUGH FANTASY LITERATURE IN MODERN EDUCATIONAL TENDENCIES: FROM J.R.R.TOLKIEN UP TO J. K. ROWLING

### Anotation

This article highlights conscience using as a helpful moral regulator at the implementation of professor J. R. R. Tolkien's moral personality's educational concept and its main aspects based on the upbringing and moral personality formation impact of his literature works (using for instance trilogy «The Lord of the Ring» and «The Hobbit, or There and back Again») and J. K. Rowlings literature works (based on set of books about Harry Porter) taking into account the impact on moral personality's creation in modern educational tendencies in order to achieve comprehensive analysis of the scientific and critical reception of what they give as an overview of conscience in general and in the context of being a special educational tool wich has regulative function at moral personality's educating. The article deals with the investigation of the literary text integration issue of the higher school foreign language curriculum. The process of reading, the influence on the enrichment of the moral personality's language experience, the role in creating motivation in foreign language learning are analysed on the advance of linguistic knowledge and the level of oral speech is specifcily examined. Author emphasizes that anthropocentric and sociometric scientific-approaches of J. R. R. Tolkien's and J. K. Rowling's literature works influence, involment and impact to the organization of moral personality's upbringing in the context of their perspectives and the introduction of a mass practice of educational activities providing an important function of intergenerational interaction, full-fledged livelihoods and the development of every stage of life, gradually becoming a subject of a specific historical process, comfortable entry and successful and full-fledged adaptation to life in certain socio-economic realities.

**Keywords:** moral personality's upbringing, educational tendencies, J.R.R.Tolkien, J.K.Rowling, longlife learning, anticipation skills, foreign language communicative competence.

Лабунець Юлія

## ВИХОВАННЯ МОРАЛЬНОЇ ОСОБИСТОСТІ ЧЕРЕЗ ФАНТАСТИЧНУ ЛІТЕРАТУРУ В СУЧАСНИХ ОСВІТНІХ ТЕНДЕНЦІЯХ: ВІД ДЖ. Р. Р. ТОЛКІН ДО ДЖ. К. РОУЛІНГ

### Анотація

Ця стаття висвітлює використання совісті як впливового морального регулятора при впровадженні концепції освіти моральної особистості професора Дж. Р. Р. Толкіна, заснованої на впливі літературних творів на виховання моральної особистості (використовуючи, наприклад, трилогію "Володар кілець" і "Хоббіт, або там і назад"). і Дж. К. Роулінг (на підставі серії книг про Гаррі Портера) з врахуванням потенціалу впливу на плекання моральної особистості у сучасних освітніх тенденціях, для досягнення всебічного аналізу наукового та критичного прийому того, що вони дають як огляд совісті в цілому та в контексті особливого освітнього інструменту з регулюючою функцією при вихованні моральної особистості Стаття присвячена дослідженню питання інтеграції інтертекстуальності літературного тексту в навчальний план вищої школи іноземних мов в контексті виховання моральної особистості у сучасних освітніх тенденціях. Вплив процес читання на збагаченні мовного досвіду моральної особистості, що аналізується як роль у створенні мотивації у вивченні іноземної мови, а також на поглибленому вивченні мовних знань та рівнях усного мовлення. Автор наголошує, що антропоцентричні та соціометричні наукові підходи Дж. Р. Р. Толкіна та Дж. К. Роулінг щодо організації виховання моральної особистості в контексті їх перспектив запровадження до масової практики освітніх заходів, забезпечуючи важливу функцію взаємодії між поколіннями, забезпечуючи повноцінні засоби існування та розвиток кожного етапу життя, поступово стаючи предметом конкретного історичного процесу, комфортного входження та успішної і повноцінної адаптації до життя в певних соціально-економічних реаліях.

**Ключові слова:** виховання моральної особистості, освітні тенденції, Дж. Р. Р. Толкін, Дж. К. Роулінг, вивчення тривалого життя, навички антиципації, інішомовна комунікативна компетенція.

### Introduction

The issues of morality and moral personality in modern dimensions of society, are especially highlighted on children and young people's moral personality's education so it is one of the most discussed and complicated topics of the third millennium beginning. The importance of moral personality's formation is on-time educational goal that is characterized by excess of service sector in GNP part of material production reality. When knowledge becomes the decisive production factor we notice the explosion of high technology, information revolution and the most valuable with the foremost factor is human capital. Putting moral personality's formation in educational process into focus today is properly understood at the governmental level which is proved by the system of the laws and standards adopted recently from the European community.

The relevance of this topic is in the well realized by educators' point of people's loss of their own moral regulators, and as a consequence the degradation of communicational values and rules for effective interaction with society as a whole thing. We support the J. R. R. Tolkien's ideas and concepts of moral personality's education in his works because of the great implementation of possibilities and we consider that J. K. Rowling's set of books has the similar not as well-structured but noticeable educational concept that has a lot of aspects to be discussed. This idea is supported by the current trends and orientations in modern educational space that makes high demands to moral qualities and principles, personal values in the context of its focus on the importance to service society, ethics of relationship, its own attitude and ways of behaving and interacting with the surrounding people, the environment and education in general.

#### **Moral personality's upbringing by literature works: which to choose online access or published items**

Speaking of modern educational tendencies includes ITC focus and it's definitely what should be used in new generation's upbringing as a part of their reality. Nowadays when there are so many opportunities for online access we support the idea that in libraries and schools ordinary and controversial books should be physically accessible, especially in the moral personality's upbringing process. We still have to admit that not everyone has Internet but though Internet connection is so wide-spread we think that libraries and schools should have got an opportunity of intuitive choice. That is when person might get interested in a cover of a book, and you can take this book, hold it in your hands. We believe that physical access to the book, or at least to its contents, is very important thing to let literature influence your personalit, help to put seniority of your values and life principles into the best order. The last decade has brought great success to the interest of reading books by well-known people with their short review of what is taken out of it and motivation to express what are you into after and sharing with other people. We have apprehensiveness that only this online access sometimes might, on the contrary, restricts people in choosing, in contrast to the simple opportunity to take the book off the shelf. There is when educational institutions should lead the main guideline of what might be chose and for what reasons and purposes.

Literature masterpieces that are taken by us for focusing through has brought a lot of interesting phenomenon that should be researched completely such as fanfics, comics, trolling, flames, subcultures and special way of dealing with others through conceptual philosophy etc. We have to admit that comics and graphic novels are often threatened with prohibition or withdrawal from libraries, online one as much as traditional. Sometimes people with rejection relate to this genre, that could be explained by the reason that in comics there are pictures, and pictures are easily forbidden; the picture can be pulled out of context, and truly as well as quotes. For high-leveled moral personality's upbringing especially through fantasy literature and in the modern educational tendencies context it's important not only to get quotes but to feel their power and brilliance in the intertextuality of the whole author's creation.

It's probably easy-agreeable that now it is difficult to cause a person's discontent with only prose: after all, it needs to be read in, it needs to be considered, understood. It's a little easier to cause discontent in a movie for instance, but still comic books and graphic novels easily cause people's displeasure - just because there are pictures.

Have you ever felt guilty or worried about the inclusion of violence in books for children - do you practice self-censorship? J. R. R. Tolkien and J. K. Rowling's literature works by the deeply fullfield life plast that they have chosen to involve in their masterpieces, so they have to involve some violent events and action that have place in ordinary human's life too [T. Prescott, 2012, p. 238]. Generally not many scenes of violence should appear in books that have the greatest impact on moral personality's upbringing literature, but they should appear and if they are, we would suggest to tell people that violence is monstrous, it should be uneasy to show violence cruel, terrible and unpleasant but it brings so many damage to human's life that we should be warned of that. Exposing violence with a simple, frivolous and generally what it looks like in a movie is the wrong move that might bring person to idea that there is some beauty of romance in violence. Those scenes should be as terrible as possible according to the age we concentrate on with no eroticism, nothing sweet and pleasant in it [E. Heilman, 2003, p. 202-205].

#### **Power of reading: what you school take into account**

Reading as a type of speech activity provides one of the forms of speech communication, which person must learn in the life learning process and especially specifically has to learn in academic aspect. Reading can be goaled to different aims and tasks and therefore it has quite a lot of genres and streams for that. In this piece of writing we are going to focus on fiction one of the most promising and potential examples of person's educational and moral upbringing vector.

We can divide two main purposes in fiction literature. Firstly, it opens up to a person the dependence on reading, involment and fulfillment. The thirst for knowing what will happen next, the desire to turn the page, the needness to continue reading and patience to float with the author's discourse, even if it's difficult, because someone has got into trouble at the storyline, and you have to find out what it's all about that is a real drive. This allows you to learn new words, think differently, continue to move forward, realize with your mind, emotions and feelings that reading is a pleasure. Once the person understands this, he or she is involved in beauty of words and more than before will try to solve troubles, issues and difficulties by using wisdom and words power.

The easiest way to educate literate children is to teach them to read and show that it is a pleasant entertainment. Find the books they like, give them access to them, let them read them and read for them, inspire them to read for other people and enjoy each piece of it.

There are no bad person's authors, if person wants to read them and look for their books, they should have options due to people are different in their needs and tastes. There might be unpleasant conclusions from the book that has been read, but moral personality is ready for those challenges. They find the necessary stories and become part of them, some quotes, hero's life events become epigraph for some life periods. It's normal that the standard idea is not for them because they are ready for deep thinking, getting life experience from different resources.

Secondly, fiction gives rise to empathy, it's difficult to think about moral personality as not about a person with ability to commitment, forgiveness or empathy. The way of moral personality's upbringing is connected with personal involvement, and reading is so powerful source for that. When you watch a TV show or a movie, you just see things that happen to other people. When we take artistic prose as something created with 33 letters but influences all our personality, person is using imagination, creation of a world, population it and looking around with strange eyes that leads to deeper and more conscious feeling of bigger amount of things, visiting places and worlds that you wouldn't know without reading. It brings realization to a person that the outside world is also yours and she or he is responsible and in charge not only for itself but for the whole organization.

Reading as a type of speech activity provides one of the forms of speech communication, which students must learn in the learning process. Practical, educational and educational goals of the foreign language course are especially successful in the learning process of reading. Reading provides the implementation of the cognitive function of the language, because it is associated with texts that carry certain information, and is aimed at obtaining it.

Due to the lack of a direct linguistic environment, reading is one of the most important areas for mastering a foreign language. In the conditions of the humanization of the educational process and the orientation of students' secondary socialization of the personality, the acquaintance with the literature of the country / countries of the language studied becomes of particular importance. Through its multilateral influence on the reader, the texts of artistic works are an important means of attracting students to the specifics of language and culture of a certain country, comprehension of universal moral and aesthetic values. Reading provides not only the acquisition of a foreign language at a certain stage of study, but also makes it possible to continue its use, since the book is almost the only means of consolidating and further improving the acquired language knowledge and skills.

The factors contributing to its occurrence, an important role is played by interest as a manifestation of cognitive need. The maintenance of interest in a foreign language in many cases is ensured by the correct organization of reading training. Skillfully selected material can greatly overcome the gap between the intellectual and linguistic capabilities of students.

In different methods of learning a foreign language, the problem of memorizing linguistic material is solved mainly by the use of oral and written exercises with negligible use of systematic reading. Meanwhile, reading enhances the memory work, creating favorable conditions for memorizing and preserving linguistic material. In the process of reading, all the main types of memory are activated: operational, short-lived, long-lasting.

In addition, in the process of reading, students not only speak silently the text, but also hear themselves, because the interaction of the organs of vision, hearing and speech is carried out. Auditory images control and confirm the correctness of speech actions and their correspondence to visual images. Reading has a positive effect not only on the development of oral speech, but also on its preservation. Even in the absence of oral communication systematic reading in a foreign language ensures the maintenance and improvement of the quality of spoken language skills.

"The language of fiction most fully and vividly embodies the best qualities of the literary language, its inexhaustible vitality and creative abilities, the extraordinary wealth of figurative means, flexibility and accuracy in expressing the finest shades of thought" [E.-M. Thune, 2006, p. 28].

Linguistic analysis of artistic text reveals the specifics of his linguistic organization, contributing to the accumulation of positive language experiences for students. The overcoming of this obstacle is the realization of the semantic programming of foreign language speech. The starting point of this process is artistic text, since the situation of communication and speech experience of the consumer dictate the choice of the already known or conscious search for the proper "sample". "In this case, in the speech consciousness of the sender of the message" sample "begins to act as a matrix, which defines the general scheme of the text, its constants and variables, their lexical sequence" [E.-M. Thune, 2006, p. 51].

The use of artistic text as such "sample" involves the teacher's purposeful work to identify the structural and semantic features of the text and the teaching of this sample usage in the student's speech activity. The foreign language statement, as the final product of teaching oral speech in a foreign language, is considered from the side of semantic information, which is its semantic content (plot), the structure according to which the semantic content is organized (plot), and the totality of linguistic means, on the basis of which the text of the statement is executed. The limited possibilities of students' foreign language communication confirm that the most accessible and reliable source of information necessary for the execution of all three of these components of the statement is artistic text.

According to psychology, the success of learning depends largely on the degree to which students enter the consciousness of the material to be assimilated. In this case, such a material is the structure of the text with its main characteristics: the presentation of the material in a definite sequence, the presence of intratext links.

### **Moral personality's upbringing in J. R. R. Tolkien's literature works**

In his work, "The Lord of the Rings," J. R. R. Tolkien immersed in a personality created by him through reality, through means of intertextuality, poetics, aesthetics and author's discourse compels him to become a participant in the history of the struggle for the War of the Rings, independently answering himself in a series of painful but extremely important issues that are quite likely to be realized for the first time, although they are extremely important for the present- authoritarian and impudent judgments of the authorities; sentimentalism; ecological crisis (which can lead to ecological catastrophe); negative influence on the formation of personality in a capitalist society from the point of view of morality, moral values and moral qualities. Moral values are the key assets of a moral person who can help in solving these problematic issues, provided that they understand the beauty, correctness, faithfulness, and moral judgment [Shippey T. A., 2000, p.21-39].

In our opinion, in this context, the concept of the moral personality's education deserves special attention, which is central to his work, which is the result of the writer's literary preferences and the way of thinking, worldview, the multifaceted pedagogical experience of teaching in higher educational institutions. The concept of the education of J.R.R. Tolkien's moral personality includes a number of aspects:

- free choice of personality;
- testing by the authorities;
- moral duty of the person;
- definition of the hierarchy of moral values;
- definition of the personal meaning of life, etc. [Labunets Y. O., 2015, p.8-9]

### **J. K. Rowling's output into new generation's moral personality's upbringing**

On the one hand, "Potteriana" undoubtedly fits into the tradition of the English literary tale of the twentieth century, which is a unique phenomenon in the history of artistic creation and European literature heritage. On the other hand, there is the peculiarity of the artistic nature of the "Potterians" (a seven-volume cycle closely linked to one another by the central hero of large-scale works), which gives rise to a wide spread of opinions about its genre attribution: "literary fairy tale" "fantasy", "postmodern autobiography", "fantastic thriller", "novel", "novel".

The variety of points of view on the author's "universe" considered in the moral and ethical aspects of good-evil, justice, friendship, courage, fate and freedom, is united here with the general idea of "philosophical significance" [Lanna A. Whited, 2002, p. 14].

Harry Potter is more useful than most children's literature in promoting the ethical and cultural reflections of the child "[Lanna A. Whited, 2002, p. 49]. Harry Potter Philosophy deals with such issues as magic and virtues; a sense of fear and the nature of the courage of the young hero; morality and psychology of self-immolation; true and false friendship; the essence of the moral principles of the artistic universe of the romance cycle; the ethics of magic in the novels of J. Rowling, in relation to ethical technological adaptation in the real world, the relation of knowledge and desire in the formation and identity of the person; Discrimination from a moral and practical point of view; ambitions and virtues; the nature of evil and freedom of choice; imagination and morality and, spatio-temporal features of the magical world, depicted in the novels about Harry Potter.

### **Conclusion**

Considered vast scientific and critical literature impact on moral personality's upbringing J. K. Rowling's novella tour and J.R.R. Tolkien's metaquest in fairy literature works that allows you to make the following conclusions.

J. K. Rowling gave birth a socio-cultural phenomenon which has got international dimension and as far as foreign follow-up and reviews of the novels, author then, with a rare exception, is characterized by a high score as a literary-artistic, and moral-ethical and even more importantly for educational and pedagogical qualities. It's is equally inherent in literary works critics, and the works of philosophers and scholars.

The lack of comprehensive parenting by Ukrainian and Russian professional following the J. K. Rowling's literature works, the emergence and the tendency for a comprehensive understanding of "Harry Potter "as a sociocultural and artistic phenomenon that determines the needness for searching new approaches capable of adequately reflecting transformational tendencies, characteristic for modern cultural and artistic processes.

To sum up the importance of moral personality's educating and upbringing in modern educational tendencies with the moral values formed by J. R. R. Tolkien and J. K. Rowling literature works is that they promote the formation of the moral qualities of the individual and regulates her or his life (depending on moral values and principles):

- 1.) guided by his or her own sense of justice and moral values of society, relying on conscience, the person solves even the most difficult moral situations and adopts the most optimally unanimously and morally justifiable solution;
- 2.) by following its moral values, can withstand various immoral or morally doubtful temptations, do not violate the moral principles, prohibitions and prevent them from neglecting their own moral values;
- 3.) moral values in unity with moral principles give the ability of a moral person to intuitively recognize the concept of "good" and "evil";

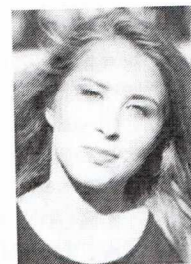


- 4.) the moral values of man, which correspond to universal values and stimulate the further individual's moral self-improvement.

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**Блок 6 – Біографія автора (авторів) англійською мовою. У біографії привести:**

- прізвище та ім'я (в одній з раніше прийнятих міжнародних систем транслітерації),
- академічні та наукові звання,
- повна перекладно офіційно прийнята назва організації (не приводити підрозділення в організації, як напр. кафедри, лабораторії, і т. п.),
- юридична адреса організації (як мінімум місто і країна),
- займані посади в даний час,
- членство в наукових і професійних організаціях,
- особистий е-майл,
- рік закінчення університету з назвою університету,
- професійна орієнтація (спеціальність),
- 2-3саміе значні публікації.

В окремому файлі фотографія автора (авторів) у форматі **jpg, 300dpi**, розмір не менше 70x60 мм.

### INSTRUCTIONS FOR AUTHORS

Preferably, submissions should be in English; in Russian is acceptable as well. The author is responsible for the originality, scientific and formal appropriateness and of the article. The editorial board decides whether or not an article will be published.

**The articles** should be submitted electronically to: e-mail: journal@asmiba.sk. Using text editor MS WORD and in .doc format, in font size 14 (Times New Roman), spacing 1.5, page format: A4 (210x297 mm). The fields at the top, the bottom and the right 20mm, 25mm on the left.

**Article headline** should be written in bold, capital letters and aligned to the center.

**The author's name** should be written in bold, capital letters and aligned to the center.

**Author's address** aligned to the center.

**Abstract** (250-300 word) and keywords - both in English and Russian languages (bold italics).

**The text of the article** should be divided into chapters. Titles of chapters must be numbered, written in bold type and arranged from the left margin. It is necessary to follow the format as described below:

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**Formulas** are to be numbered. The number is written in font size 14 (Times New Roman), in parentheses, aligned to the right margin and next to the formula.

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