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Psycho-Pedagogical Support of Moral Education of Preschool Children: a New Perspective

Liubov LOKHVYTSKA¹

Abstract

In the article are being considered questions of psychological and pedagogical support of moral education of preschoolers as one of the most important directions in modern Ukrainian preschool education system. Preschoolers' moral education is a complex process, because children, knowing the rules and regulations often violate them. The reasons of such behavior are due to age-related features, the influence of the environment and the individual development specifics. A significant amount of theoretical material is accumulated by psychological and pedagogical science, but out of sight is effective ways delineation and appliances of psychological impact to implement tasks of moral education. For successful implementation of the moral education tasks, a psycho-pedagogical support of this process should be given.

Keywords

Moral education, moral consciousness, preschoolers, moral educational situation, game inclusion.

Introduction

The problem of the increasing role of moral principles in all areas of social life - is the dominant feature of highly developed democratic society. Realization of moral education tasks of young generation in Ukraine has important educational, public, social and scientific value. Specificity of moral education is caused by age and individual characteristics, norms of public morality and principles of regulating behavior, etc. That is why during the preschool childhood it is necessary to promote the development of moral emotions and feelings that provide formation of children's moral characteristics and personality traits, to encourage them to assimilate the certain norms and rules and to develop appropriate moral reasons and habits of behavior. Governmental standard of preschool education in

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Ukraine (Basic components of preschool education, 2012) emphasizes at this important task: about realization moral development of personality.

Scientific comprehension of the essence, regularities and factors of moral development and moral education of child are being explored in works of Ukrainian and foreign scientists. Modern American scientists study the structure of moral education (D. Narvaez, J. Rest, 1995); develop approaches to its realization, in particular, D. Narvaez (2005) suggested an integrative approach and it was the most expedient; achieve at the content and ways for realization tasks of moral education at different stages of ontogenesis (L. Nucci, D. Narvaez D., & T. Krettenauer (2008 - first ed., 2014 second ed.).

The representatives of Ukrainian psychological school interpret problems of moral development and moral education in the context of the unique personality of child as a whole, aimed at full realization of its own "I" (I. Bekh, 2008; M. Boryshevskiy, 2010; O. Kononko, 2001; V. Kuzmenko, 2006). In theories of mentioned authors the development is defined as a chain of child's transitions from biological to social and individual levels that must be considered in moral education. The psychological researches (I. Bekh, 2008; O. Kononko, 2001) prove, that the period of preschool childhood - is an initial stage of personality formation, when moral norms of behavior are internalized and laid the foundations of human character, its attitude to the surrounding world, people and himself. Expression of emotionality is typical for preschoolers (O. Kulchytska, 1996; T. Tytarenko, 1979), since this feelings manifestation form is caused by need in support of another person's help, so it has a moral character.

Fundamental works by I. Bekh (2008), M. Boryshevskiy (2010) about formation of self-consciousness as a mechanism of behavior regulation has brought significant achievements in the development of Ukrainian psychology for recent decades. An important role in the working at problems of preschoolers' moral education plays the works of such famous national child psychologists and pedagogues as: O. Kononko (2001) - personal development during the preschool childhood; V. Kuzmenko (2006) - personality development at preschool age; O. Kulchytska (1996), T. Tytarenko (1979) - formation of moral feelings and emotional relationships; O. Koshelivska (2002) - stimulation of moral choice among preschoolers.

Investigation of a whole array of psychological researches (I. Bekh (2008), O. Kononko (2001) and others) allowed finding out that moral ideas and judgments of preschoolers are characterized by such features as elementary, specificity and link with feelings. According to this, aim, laid in the educational process goes into the convictions, convictions - to habit, and

habits - to inclinations. Deficient development of their ideas about the norms and rules of behavior decreases the level of moral reasons and limits of moral behavior amount in general. In opinion of L. Lokhvytska (2014 b), teacher in the process of education is not always able to provide a combination of children's knowledge about moral standards to the adults' requirements about their behavior and organize practical expression of moral behavior. So it is necessary to teach children how to see need of implementation ideas about moral standards in different situations. Moral feelings are driving force the child's behavior. The researches by O. Kulchytska (1996) shown, that in preschool childhood moral feelings become deeper and more resistant, they concern increasing amount of events. Preschooler's development of feelings caused by growth of opportunities of his communication with adults and peers and the development of various activities. In the process of moral education children's feelings get stronger, become more sustainable and begin to play the role of behavior motives. Real moral education is marked by resistance of moral motives. If a child commits an act from compulsion or a fear of punishment, it can't be considered moral. Consequently, it is important to develop from external moral standards and assessments to internal plan as a behavior regulator and their implementation in individual relationship with the environment.

In spite of a significant increase of researches, dedicated to the problem of moral growth of personality, still remains a significant gap between theoretical and methodological principles, their experimental realization and technological support. Especially need scientific consideration issues of moral education implementation in unity and integrity of its components at the stage of preschool childhood that is the development of psychological and pedagogical support of process.

Methodology

Objectives

To suggest experimental model of psychological and pedagogical support of preschoolers` moral education with a working program of developing and correctional system of the "Road to I-moral".

The author's conception: based on the study of theoretical and methodological foundations of moral education psychology of preschoolers with national and world tendencies consideration of the test questions to implement selection effective ways of psychological influence and techniques (methodical receptions) that will promote the consideration of

moral education as an integral unity and cooperation of the moral consciousness (cognitive component), feelings, relationships, experience (emotional component) and child's behavior (behavioral component), dynamics of which at preschool age is mediated by feelings. Moral education is presented as a learning process (interiorization and exteriorization) available to child basic ethical concepts on which moral patterns, samples, norms and rules are being adopted. It occurs because of general mechanism action of interiorization and exteriorization of basic ethical concepts and individual (partly) mechanisms of imitation; identification; internal (self-esteem) and external estimations (evaluation of others). More successful moral education of preschooler will take place if there is a set of full-fledged psychological and pedagogical conditions, child's activity at learning moral experience; special psychological and pedagogical support of preschooler's moral development.

Hypotheses:

General hypothesis of research: moral education of preschooler should be considered as an integral unity and interaction of cognitive, emotional and behavioral components, it is in the process of interiorization and exteriorization of moral ideals, patterns, rules and regulations of underlying basic ethical concepts. Dynamics of moral development at preschool age is mediated by moral feelings of the child and determined by contradictions between child's desire to preserve a positive image of "I" and representations of the real image of the "I", that depends on the adults attitude and their own self-esteem. The actualization of mentioned contradiction creates specific dynamics of preschooler's moral consciousness.

Partial **hypotheses** of the research.

1. The success of the process of moral education will consist in implementation of corrective and developmental system of work "Road to I-moral", based on the usage of elements of doll-therapy ("Dolls as a moral guides") and compliance with the principle of coherence (interconnectedness of all components).
2. Implementation of psychological and pedagogical support of moral education of preschool children using doll therapy will be stipulated by age characteristics and possibilities of children moral development. It will affect the phasing of implementation of proposed integrated program of moral education.
3. A complex selection of techniques (instructional techniques) and methods of psychological influence on the moral education of preschoolers needs substantial revision and updating.

Researching methods:

Forming experiment is conducted under natural conditions of preschool educational institution work (system of relationships: adult (teacher) → child, child → child).

The research group:

The research covered preschool children attending such preschool educational institutions as № 7 “Berizka” and № 10 “Liubavonka” in Pereyaslav-Khmelnitsky in Kyiv region (by age groups: younger - the fourth year of life (102 children), secondary - fifth year of life (107 children), senior - sixth year of life (126 children). Totally 335 preschoolers.

Results

First hypothesis

Psychological and pedagogical program of developmental and correctional system of work “Road to I-moral” is based on the theory of the Australian researcher A. Beaumaris (2010), who finds 2 integrative cycles in moral education, and the second - is based on “positive prediction”. We are impressed by her method of dolls series usage in the moral education of children: “The synthesis of the research findings resulted in the development of a series of steps, depicted as a story about characters that come to visit the child from the magical land of light, ‘The Super Six Heroes’” (A. Beaumaris, 2010, p. 24). Having taken this idea as a basis we propose eight charming Ukrainian dolls, four of them are girls and the same number of boys (8 - an infinity symbol, moral education is not finished during preschool childhood, moral formation of personality occurs throughout whole life). They differ in colors of the rainbow - seven basics (these are elements of clothing, jewelry, shoes) and add white color which is the color of purity and perfection (positive that includes all the colors of the spectrum). In fact, usage of “moral guide” dolls - is a kind of doll therapy in work with preschool children. Their description: Mariyka personifies moral feelings and emotions, designated by yellow, symbolizing emotional sensuality; Hannusia - moral actions, red color symbolizes confidence and perseverance; Katrusia - moral behavior, purple embodies steadiness; Natalochka - moral values, orange speaks of tolerance and a positive mood; Ivanko - moral considerations, blue symbolizes meaningfulness; Vasylo - moral choice, green means goodwill; Petryk - moral beliefs, blue means honesty and sincerity; Tarasyk - moral act, white, morality as a collective term (L. Lohvytska, 2015, p. 10). In other words, dolls use is based on the

principle of coherence - connection of all components of moral education: emotional, cognitive and behavioral components. The main method was defined as a game moral inclusion method (GMIM, Ukrainian designation MIMI).

The content of this notion as “inclusion of people to the circle on what spread the same moral values and rules of justice” revealed D. Myers (2003, p. 612). According to our working definition, moral inclusion - is a coverage of children by educational interaction through their involvement in the solution of moral situations submitted to them by corresponding images of “moral guide” dolls. We believe that this method will encourage children’s activity and will enrich their moral experience. By itself, this term is close in meaning to the definition of integration used respecting the implementation of moral education essence of preschool children.

Second hypothesis

Psychological and pedagogical support of moral education provides realization of age graduation. In this sense, children of the fourth year of life (younger group) for summary features of psychological characteristics are “those, who internalize” moral rules and norms perceived at emotional level. Mastering and digesting them, preschoolers make them habitual for their own moral rules. Children of the fifth year of life (average group) act as a “controller” - they check other children following these rules (like a mirror is playing). Preschoolers in the sixth year of life become “advocates”, defending moral beliefs and moral values (L. Lokhvytska, 2014 a). The dolls distribution with age groups is performed this way: younger - dolls Mariyka and Ivanko; Hannusia, Katrusia and Vasylo are added to secondary group; the older - Natalochka, Petryk, Tarasyk. The combination of dolls “coming” can be varied as would depend on the educational situation of moral content. We suggest a presentment of correctional and developing system of “Road to I-moral”.

The emotional stage

(junior group)

Step 1

The purpose: to arouse children’s trusting attitude to surroundings; to ensure establishment of contacts with peers and adults through the creation a friendly communication and positive emotional environment.

Mariyka doll (moral emotions and feelings) - to give children an idea of moral emotions and moral feelings; to stimulate the development of

children's ability of showing moral feelings; to educate desire of emotional response to moral situations.

Ivanko doll (moral comprehension) - to form children's elementary judgments about what is "good" and what is "bad"; to familiarize them with moral norms of behavior; to teach how to produce received knowledge of rules of moral behavior in the environment; to educate desire to comply with them (to be "good").

Emotional and behavioral stage

(middle group)

Step 2

The purpose: to set up a child to the manifestation of emotions and moral feelings - "open your heart" (empathize, sympathize, etc.); to teach them how to share their own worries based on the implementation of moral judgments about standards and Rules for the Treatment.

Mariyka doll (moral emotions and feelings) - keep teaching children how to navigate in the field of moral emotions and moral feelings, their external manifestations; to form conversance about the causes of moral emotions and feelings among children; to promote moral experience accumulation of positive emotions and emotional sensitiveness.

Ivanko doll (moral comprehension) - to fix children's knowledge of moral norms; to promote awareness of their moral content of conduct rules; to develop a desire to search for a solution out of the conflict situation; to educate the ability "to put oneself in the other".

Step 3

The purpose: encourage children's expression of moral behavior as a result of moral choice implementation that is fixed in moral actions; to develop desire to be moral, not only in words but in their attitude to others.

Hannusia doll (moral actions) - to encourage desire to follow moral behavior rules in the implementation of their own actions; to support the development of need to behave according to established moral norms; to nurture persistence in realization of morality of their actions.

Vasylko doll (moral choice) - to ensure formation of a child's moral position about compliance with established rules of behavior; to accustom for evaluation of possible actions consequences in terms of moral norms implementation (or vice versa); to nurture a desire to make moral choice in the appropriate situations.

Katrusia doll (moral behavior) - to teach children how to manage with their behavior and to control it, in spite of temptation to break moral standards; to contribute the enrichment of moral baggage of relationships between children.

Emotional and behaviorally-cognitive stage

(senior group)

Step 4

The purpose: to develop child's depth of moral feelings and moral motivation; to complicate their implementation of moral thinking (moral judgment); to accustom to solve moral dilemmas, defining good benefit for others.

Mariyka doll (moral emotions and feelings) - continue developing of moral emotions, moral feelings and moral motivation; to teach children how determine various emotional states, mood and feelings of others; to nurture humane feelings and negative attitude towards amoral qualities.

Ivanko doll (moral comprehension) - to deepen the ethical idea about "good" and "evil"; to support awareness of children's moral principles; to stimulate their expression of moral judgments.

Step 5

The purpose: to develop children's ability to make a moral choice, determine consequences of action plan for themselves and others ("What if ..."); to encourage expression of moral self-regulation; to consolidate moral behavior skills and encourage it.

Hannusia doll (moral actions) - keep developing children's desire to resist the temptation of violating moral norms; to form children's desire to show moral and volitional actions, which are formed on the basis of moral and volitional qualities of personality; to encourage expression of moral and volitional efforts of children.

Vasylo doll (moral choice) - to support and encourage children's moral choice according to their mastered moral standards; to stimulate recognition of interests of other children as more important than personal; to develop "reasonableness" in making moral decisions.

Katrusia doll (moral behavior) - to cultivate moral behavior of the child with no external control over it and coercion (by an adult); continue teaching children of moral self-regulation of behavior; to produce a positive attitude to their own skills production and moral behavior of others.

Step 6

The purpose: to develop children's moral self-control based on the implementation of moral self-rating about recognition of moral values; to cultivate children's habit of report to oneself; a desire to follow moral ideal; a desire to follow moral ideal; to support and encourage children for moral actions.

Natalochka doll (moral values) - to uncover personal meaning of moral values; to develop desire to follow the moral standards; to stimulate children's need and desire to meet the moral model.

Petryk doll (moral conviction) - to encourage advocacy of their own interests on the basis of full consistent with the rules; to develop children's desire to confess their own fault, committed by them on the basis of the introspection, but without excessive "moralization"; to maintain moral recognition of the child.

Tarasyk doll (moral act) - to stimulate children to act "according to conscience", support their desire about implementation of moral self-assessment and evaluation of the actions of others; to form the image of "I-perfect" (which they want to see themselves); to accustom to the prediction of their actions consequences; nurture morality as a personal quality.

Third hypothesis

Concerning methods of psychological influence, we consider the main: suggestions; settings; beliefs; own example; exercising and playing training. In the selection of techniques (methodical receptions) we focus on: solving moral problems; didactic games; reading works of fiction; learning 'reconcilers' by heart; stories; using cartoon characters; theatricalised games; modeling games (relationships simulating creates situations or creating dolls with plastic materials (clay, dough, plasticine etc.) as a form of reaction, "working off" emotions, feelings, attitudes); compilation of stories about Doll-heroes; theatrical etudes; polylogue (discussing the situation, questions - answers). These are also reasonable: besting - is used to stabilize mental condition, exercises and games that are held to improve children self-esteem, self-confidence and consolidation in the team; polylogue - discussion of technique proposed by J. Kehoe & N. Fischer (2009): positive predicate (statement) - is used to help children to overcome fears and doubts (kind of using poster "I am good (moral)"); visualization - is creation of visual images of desirable situations; rewriting the script - accustoming to look positively "in a new way" on something that didn't happened, learn "lessons" and produce "plan" for future similar events; instructions - provide an opportunity for children to learn about "rules"; acceptance of the virtues -

the approval and support of the child for moral actions (“Hall of Fame”); virtues recognition and honoring of surroundings; eradication of negativity - discussion the difference between positive (moral) and negative behavior with the child, making joint conviction that positive actions are always the best for both hands; method of the opposite opinion - counteracting negative opinion with the opposite one: “I have no friends” - “I have many friends”.

We divide views of N. Gavrysh, O. Brezhneva, I. Kindrat, O. Reypolska (2015) concerning expediency of methods use: method of empathy (personal analogy) - explained by reaction of feeling, “living in” the image of the other; interpretation - child’s explanation, interpretation (at the level of one’s understanding) moral norms and rules; imaginative vision - through the evolution of imagination it promotes the ability development how to “draw”, reproduce the effects of moral choice and moral action (“What would happen ...?”); concept constructing - provides a basis for children understanding (senior preschool age) the essence of some terms, for example, responsiveness, responsibility, kindness, etc.; sensual cognition - a development of children’s ability to perceive the world through the prism of feelings. As well as are offered our own techniques: creating projects “Parade of Emotions”, “Planet of Moral Actions”, “In the World of Goodness” and others (for children of senior group); Acceptance of transformation (“Be the Way You Want to See Your Friend”); creating posters (collages) “What is Good, What is Bad”, “Good Wins” and others; creation situations of success (search for a moral decision); setting to a positive; making portfolio “I - Moral”, “I am a Good Friend”, etc.; promptings - it requires a children support for displays of efforts on their implementation, not just for the result that promotes development of confidence in overcoming difficulties; method of inversion (turning, rearranging) - aimed at finding ideas of moral task solutions in new versions.

Conclusions

A new vision of psychological and pedagogical support of moral education - is a realization of correctional and developing system of work “Road to I-moral”, based on the usage of playing method of moral inclusion through images of “moral guide” dolls. It is based on the development of preschooler moral consciousness that determines level of his moral education. The potential of moral playing inclusion method can reveal the essence of such principles of moral consciousness research of preschooler as:

- Normative objectification of “I” (taking out internal mechanisms of its formation), which defines disclosure of psychological means of personal growth. Playing roles, verbalization and moral actions may be these means for preschooler.
- Transformation of moral motive in moral action that serves as an integrative formation, which includes generalized moral motives and generalized meanings (social and moral norms) of similar situations and events from living space of preschooler personality. At the same time, psychological unit of the educational process is a situation of moral content.

The criteria of preschoolers’ moral education have to reflect degree of moral consciousness unity, feelings and emotions, action or behavior of the child (cognitive, emotional and behavioral components) that will highlight its corresponding level.

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