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A NEW PERSPECTIVE ON MORAL EDUCATION FOR PRESCHOOL CHILDREN –
BASED ON PSYCHOLOGICAL PATTERNS OF BEHAVIOUR

Preschool period is crucial in the development of a child. 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. When there is a lack of adult's control the younger preschooler does not "see" his own violations, but sees them in his peers, because he is not yet aware of the ethical behavior necessity and importance for himself. For successful implementation of the moral education tasks, a psycho-pedagogical support of this process should be given. While developing, a child fulfills moral behavior skills, getting into different situations. These play points are used as educational and may improve level of children's morality.

Keywords: development, personality, moral education, morality, preschooler.

The presentation describes the innovative technology of psycho-pedagogical support for the moral-identity-formation of preschool children. The author offered correctional and developmental system of moral education treatment
for preschool age children (methodology of forming experiment) “The Way to moral Self” (L. Lokhvytska, 2016) [3]. Its conceptual basis is found in principles of Ukrainian and western psychological theories (L. Artemova, I. Bekh, V. Kotyrlo; A. Beaumaris, G. Kochanska, D. Narvaez, D. Lapsley, J. Rest and other) of moral development and self-identity moral formation. The key innovation is the inclusion of preschoolers’ immoral-educational situations using dolls as “moral guides”. These dolls represent moral feelings and emotions, moral reasoning, moral behaviour, moral choices, moral values and beliefs, and moral actions. Using doll therapy in the moral education of pre-school children is based on our awareness of preschool children’s level of moral awareness and development, and their potential for continuing development. Our subjects included juniors (4 years old), “secondaries” (5 years old) and “seniors” (6 years old). The dolls began to “come” to the children (it is realized in the process of internalization, externalization of moral ideals, samples, standards and rules that underline the basic ethical concepts) gradually – step by step. In this way the integration process, so vital to moral education, was combined with the crucial principle of coherence. Dynamics of moral development in early childhood is mediated by moral feelings of the child and determined by contradiction between the desire to keep a positive image of “Self” by a child and conception of the real image of “Self”. Its development is due to the effect of general psychological mechanism of basic moral internalization (ethical) concepts and personal (partial) mechanisms of imitation – from the external (simulation, identification, etc.) to internal (self-evaluation). The development of moral self-consciousness in these children was then the basic goal. Thus, a new perspective on moral education of preschoolers – is focusing on its psychological patterns.

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) [2]: 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 behaviour 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 [1]: 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 “Moral Self”, “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.

The expected results are being perceived at the raising level of moral education of preschoolers and its substance is a development of moral consciousness. Will be verified such structural components: emotional, cognitive and behavioural. This means a new opinion about preschoolers’ education – focusing on its psychological regularities.

REFERENCES