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Formation Peculiarities of the Emotional Component of Moral Consciousness of Preschool Children

Nataliia GUZULIAK[1], Mariana KORNIVSKA[2]

Abstract

Preschool age is the most favorable period for moral development of children. In the early preschool years while arranging of relationship with a tutor children learn the rules and specified requirements for their behavior in relationships with other people (and adults peers). In the moral formation of the child and its moral experience development of moral feelings is an important factor. Important factors for development moral feelings are the moral experience. Moral formation of the child and its depends on moral experience is an important factor in the development of moral feelings. Our research objective was formation peculiarities of the emotional component of the moral consciousness of preschool children identification. We assume that the emotional components of the moral consciousness of preschoolers are dominant among other components and have to be observed and corrected. For achieving of objective, we tested the hypothesis. While checking we used following methods: analysis and synthesis; psychological and pedagogical literature; generalization, deduction, and induction; psychodiagnostic methods; mathematical and statistical methods of processing and analysis of empirical data, descriptive statistics. Research was performed at the kindergarten – «Child Development Center» № 35 Chernivtsicity . In total, the research involved 40 children 4-6 years old, 18 boys and 22 girls. Results of research confirmed that the emotional components of the moral consciousness of preschool childrenare dominant and as a result of correctional and developmental programs it has positive change.

Keywords: preschool age, moral consciousness, emotional attitude, moral feelings.

Introduction

Personality's moral becoming is one of the most actual problems for researchers in different branches of science for many centuries. It is focused on whenever society is going through crisis periods. And as many prominent researchers state, we can witness that moral consciousness becomes intensely primitive. As a result we can observe increasing demonstration of

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cynicism, violence, aggression; demonstrations of unwillingness and inaptitude to mutual understanding, empathy, respect and tolerance increase in frequency. All of the above are the result of underestimating the role of moral basis in young person's upbringing. It's worth mentioning that development of moral sphere is the most important part in personal becoming. It's the basis for harmonious development of all person's potential skills, and the assurance that results of personal activity might be used for the benefits of person and society.

Analytical review shows that following issues of moral-ethical upbringing were studied already: psychological mechanisms of becoming and development of moral feelings, ideas, judgments, beliefs and behavior (C. O. Abulhanova-Slavska, S. F. Anisimov, L. I. Bozhovych, D. B. Elkonin, O. V. Zaporozhets, S. N. Karpova, O. L. Kononko, G. D. Kosheleva, V. A. Malahov, J. Piaget, T. O. Repina, Ye. V. Subbotsky and others); peculiarities and principles of preschool child's moral development (Yu. A. Arkin, R. M. Ibragimova, Ye. V. Subbotsky, S. G. Yakobson); terms and means of forming moral norms with children (A. M. Vynogradova, I. V. Knyazhe, T. O. Markova, L. P.Strelkova); moral consciousness (L. V. Artemova, I. D. Bekh, L. I. Bozhovych, R. S. Bure, L. S. Vygotsky, V. V. Zenkovsky, V. G. Nechayeva, J. Piaget, S. L. Rubinstein and others; Clipa, 2014).

But our analytical review of referential literature showed that there are some issues in psychological peculiarities of preschool child's moral becoming like role of external social-psychological factors and internal mechanisms in forming moral consciousness of a preschool child, which are not yet profoundly studied. That's why we decided to focus on emotional component of moral consciousness of preschool children.

Research hypothesis

1. Emotional component of the preschool child's moral consciousness is not yet formed and can be corrected.

Methodology

Preschool age is the most beneficial period for child's moral development. Child can acquire many actions with objects and learns how to use objects in one's early childhood. This experience forms a child to become an agent of social mode of actions and supplies a child with an example to follow. Child observes the adult world and starts to notice

relations between people, explores the laws (behavioral norms) these relations are built on. Striving to become an adult preschool child subdues one's actions to social norms and norms of behavior.

Development of moral feelings is an important agent of child's personal moral becoming and moral experience. But these feelings won't develop being left for themselves. They are a component of complex development. Person's views, outlook and attitudes to social environment are changed in the course of personal development. Qualitative changes in emotions and feelings, formation of higher feelings are done simultaneously.

Training moral feelings – is a difficult problem. And the main task for the adult family members is to direct child's feelings in an adequate way, to help the child to show adequate attitude to social environment. We should not forget saying that, as Maslow had it (1994, p.78), feelings might be corrected and regulated by means of activity, they can be demonstrated and formed.

Considering the feelings' ontogenesis, as. Nyemov points out (1995), psychologists usually stress on child's interpersonal relations with social environment. Objective relations define the formation of moral, and other higher feelings, which are based on moral. We should emphasize the role of empathy in interpersonal relations. Lack of attention and warmth towards a preschool child influences person even in one's adult life.

Cheerful atmosphere made by adults, result in optimistic mood, feelings of safety and interest to the world around are the necessary grounds moral feelings development with preschool children, as prominent psychologist Kotyrlo (1985) and others stated. Moral feelings of preschool children are formed in the course of communication with other people and by means of common activities. They are based on child's openness, trust and friendly attitude towards other people. This attitude, in its turn, is grounded on child's positive emotional states, which ought to be produced and supported. Thus, such an accent in upbringing presumes that parents and teachers ought to be patient and persevering.

Numerous scientific researches prove that success of child's moral-social personal development strongly depend on one's relationship with teachers at school and preschool teachers. Building relation with preschool children, demand demonstration of peculiar skills and habitudes. It is worth mentioning that preschool aged child's behavior may differ in family (with parents) and in preschool educational institution (with teacher). Preschool teachers not only don't notice negative features of children, which can pester parents (stubbornness, whines and disobedience), but rather state that children changed their attitudes to the better, grew older, became more active and autonomous. What's the reason? May be it lays in teacher's

inability to notice or being inattentive to children? Researchers agree that teacher is well ahead of parents in communicating with children, his relations with group at kindergarten are of a higher level and are oriented on child's "zone of closest progress". In other words, orientation on the "zone of closest progress" means to orientate one's efforts to use skills which only will be achieved by a child in a matter of short time period, thus treating child as a more mature, then child already is.

Emotional component of moral consciousness is one of the factors in studies of moral features. It's level of formation is defined on the basis of child's attitudes to moral norms and moral behavior. We used such techniques as "Narrative pictures" and "Diagnostics of emotional attitude to moral norms" (Golovey & Rybalka, 2002).

Technique "Narration pictures" is designed to study emotional attitude to moral norms. Pictures with positive and negative actions of their mates were demonstrated to the child. We instructed our respondents to sort the pictures so that pictures with good acts were taken apart from the pictures with bad acts, and to explain why. The study procedure was conducted individually. We put on record child's emotional reactions and explanations. The child had to use moral criteria to assess the depicted actions. Researcher should pay special attention in evaluation the adequacy of child's emotional reactions to moral norms such as: positive emotional reaction (smile, approval, etc.) to moral action and negative emotional reaction (reproach, anger, etc.) - to immoral.

Technique "Diagnostics of emotional attitude to moral norms" presumed demonstrating diagnostic materials to our respondents. They were pictures depicting situations, which have to be morally assessed. The study procedure was conducted individually. The child was shown a picture and asked to tell about it. Sometimes researcher might ask the child to tell which hero acted right and who – wrong. Child's answers, explanations and emotional reactions were put on record. Qualitative analysis meant the assessment of the child's emotional reactions to moral norms adequacy.

Our empirical study was held on the basis of Chernivtsi preschool educational institution "Center of child's development" #35. Our sample was made of 40 children. Children were aged 4 to 6 years-old, 18 boys and 22 girls, who make 45% and 55% of total sample amount accordingly.

The results of the research – statistic data and their interpretation

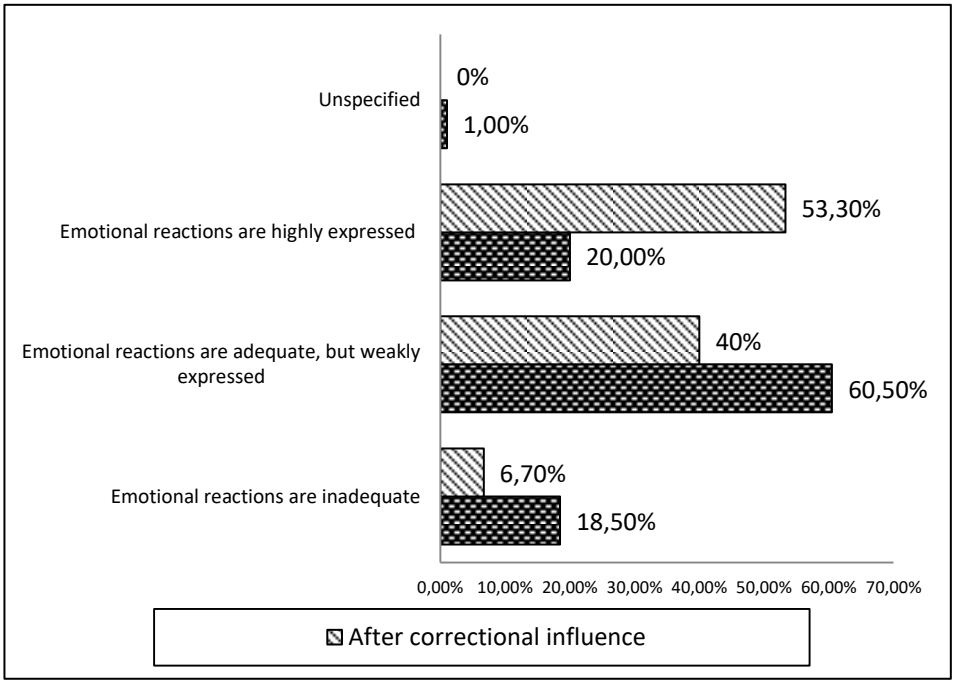
Our study showed that major part of children (95%) in estimation of moral norms are oriented on concrete actions, concrete people and previous experience, and only rarely on fairy-tale heroes.

Emotional responds to moral norms and categories are mostly adequate, but behavioral responds showed negative attitude to moral norms with child's dominating sociability. Thus this relation's formation level required correction. We made correctional program for preschool children aimed to advance emotional component of their moral consciousness.

The **purpose** of the program was to assist the producing good mood with children; to pose contact "adult – children"; training children to feel sympathy, amiability, mutual help and other positive features and advancement of emotional component of moral consciousness.

Program was made of 13 lessons. Each lesson lasted 20-25 minutes. Lessons were held with groups of children (up to 15 persons) once a week.

Graph. 1. Emotional attitude to moral norms before and after the correction (in%)

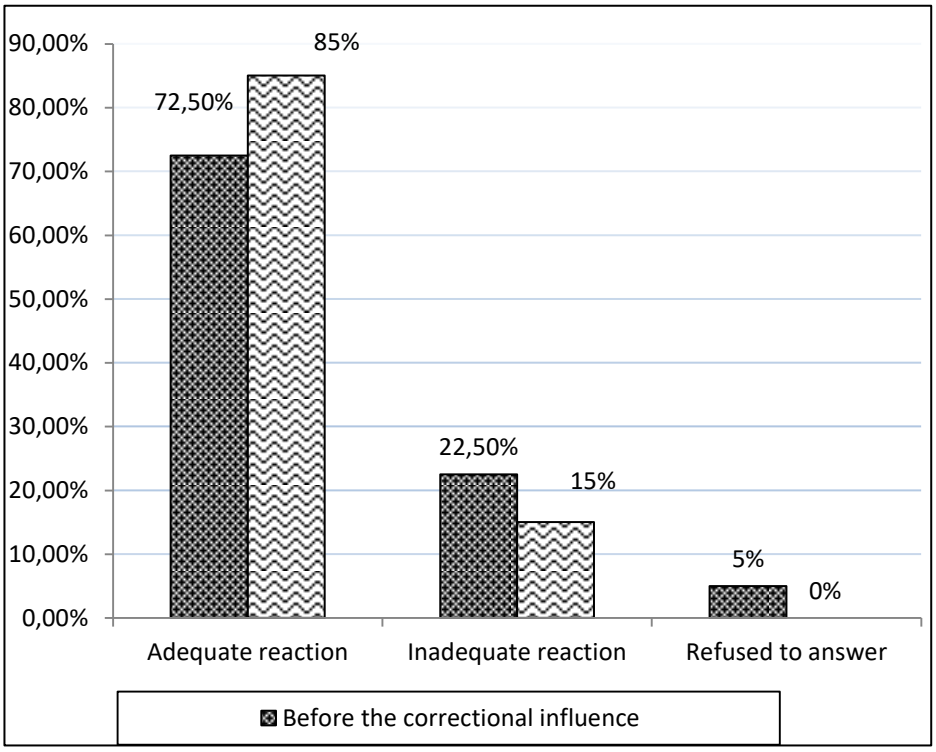


We found differences in preschool children emotional sphere, comparing our study results before and after correction.

Graph 1 illustrates differences in results by technique of "Narrative pictures". Thus we've observed that percentage of negative emotional reactions was lowered after correction (from 18,5% to 6,7%). Emotional responds became more adequate and vivid, which can be seen by increase in data by scale from 20% to 53,3%. We would like to mention that before correctional program was introduced, we had 1% of respondents, who couldn't identify their emotions, and after the introduction of the program there were none (graph.1)

Analogical differences can be observed by technique "Diagnostics of emotional attitude to moral norms" (graph.2.)

Graph 2. Children's emotional reaction according to "Diagnostics of emotional attitude to moral norms" before and after correctional influences (in %)



This histogram shows the following tendency: adequate respond to moral norms increased by 12%, inadequate respond to narrative pictures, illustrating moral norms decreased by 7,5%; and there were no children who would refuse to describe the depicted plot.

To compare and analyze results of the introduced correctional program to assert the reliability of our research results we used nonparametric statistical criterion χ^2, used for comparison of empirical

distributions of the same dimension under different conditions. Statistical analysis was made by software package for stastical calculations SPSS, 17.

Empirical results' analysis demonstrated the efficacy of introduced correctional program. The efficacy is testified by positive dynamics of all constituents of emotional component of moral consciousness with preschool children, while there were no such dynamics in control group.

Conclusions

The received results give us grounds to state that correctional program in moral consciousness development of preschool children was effective: children got positive mood; contact "adult – children" was posed; children were trained to feel sympathy, amiability, mutual help and other positive features and emotional components of moral consciousness were advanced. The ratio of adequate and vivid positive responds to acquisition and assessment of moral norms.

Thus, we suppose that preschool child needs special attention from adult to deepen and enlarge child's own ideas of ethical categories, essence and human demonstration peculiarities of moral feelings; to develop child's ability in differentiation of moral feelings, defining them, naming the simplest, and explaining the meaning of moral feelings to other people; training child's skills to "listen to" various emotions arousing situations and not to remain indifferent. The most important aspect of preschool child's moral becoming is to provide conditions where moral norms will regulate child's behavior, thus producing bond between child's moral consciousness and moral behavior. That's the way moral norm becomes the motive of behavior, and child keeps to it, because has no inclination to act in other way.

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