

# Psychological and Pedagogical Support Forthe Moral Upbringing of Preschool Children: An Innovative View

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## Opinion

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## Abstract

This article presents the psychological position of applying the method of children's game inclusion in practice into educational moral situations. The essence lies in the inclusion of preschoolers into educational moral situations using dolls-"moral guides". The use of such puppetry in the preschool children's moral education is conditioned by the age peculiarities and possibilities of children's moral development (division is performed according to age groups). A number of accompanying methods are also singled out, which create an integral methodical toolkit that stimulates the formation of a preschooler's moral consciousness.

**Keywords:** Moral education; Moral consciousness; Preschoolers; Moral educational situation; Game inclusion

A new vision of the need for the psychological and pedagogical support of moral education for very young children sees this sort of support in terms of "moral inclusion" [1]. The "Road to moral-Self" program is based on a more playful method of demonstrating "moral inclusion" though the use of images of "moral guide" dolls [2]. It is also based on the development of preschoolers' moral consciousness, where the latter determines the current level of his or her moral education. This method of letting children experience a sense of moral inclusion through the use of dolls can reveal the essence of such principles of moral consciousness as the following:

- The normative objectification of the "Self" (taking out internal mechanisms of its formation), which defines the disclosure of psychological means of personal

growth. Role-playing, verbalization and moral actions may be just such means for the preschooler.

- The transformation of the moral motives behind moral actions, such that these moral motives becomes more generalized and integrated in the context of social and moral norms.

The criteria for supporting preschoolers' moral education therefore have to reflect a degree of moral consciousness, and the unity of each child's feelings, actions and behaviors, where the latter have their corresponding levels.

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 [3]: 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 concerning expediency of methods use [4]: 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.

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