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Candidate name:

Alena Romanova

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1.0 Chapter 1

Character building and discipline at primary school.

You reap what you sow .

Russian proverb

1.1. Key aspects of discipline formation at younger pupils.

School discipline is a required set of actions by a teacher towards a student (or groups of students) after the student's behaviour disrupts the ongoing educational activity or breaks a pre-established rule created by the school system. Discipline guides the children's behaviour or sets limits to help them learn to take care of themselves, other people and the world around them.

An obedient student is in compliance with the school rules and codes of conduct. These rules may, for example, define the expected standards of clothing, timekeeping, social conduct, and work ethic. The term discipline is also applied to the punishment that is the consequence of breaking the rules. The aim of discipline is to set limits restricting certain behaviors or attitudes that are seen as harmful or going against school policies, educational norms, school traditions, etc.

Discipline is the most important moral quality. It is necessary for each person. Whoever school pupils become in the future, where their course of life would lead, everywhere they should meet requirements of discipline. It is necessary in educational institution and on production, in any organization and in everyday life. At school, as well as in all areas of life, organization, an accurate order, exact and fair execution of requirements of teachers is necessary. The school discipline shall be conscious, based on understanding of a sense and value of requirements of teachers and children's collective.

Who and what influences forming of the personality?

Factors can quite be listed. I would like to begin with the fact that the personality is a social concept, this concept expresses everything, what in the person supernatural, and historical is. The personality is not congenital, but results from cultural and social development.

I would like to point out on biological and social factors. There are different points of view on a ratio of biological and social development in the personality. One include the biological organization of the person in a concept of the personality. Others consider biological, as the

set conditions of development of the personality, which do not determine its psychological lines and act only as forms and methods of their manifestation.

Every person is not born like the personality, he becomes the personality; the personality is created in ontogenesis rather late.

The personality isn't passive result of impact from the outside on the child, and personality develops in the course of his own activities.

One of the major factors influencing formation of the personality is of course school and the family, and everything what we can include to the term environment.

Disciplining children is important to create a safe and fun learning environment. Discipline requires knowledge, skill, sensitivity and self-confidence; like any art, it is something that will acquire through training and experience; it becomes easier with practice. Many people confuse discipline with classroom management; discipline is one dimension of classroom management and classroom management is a general term.

Now the problem of discipline of school pupils not only didn't lose the relevance, but rises with a bigger sharpness. Its relevance doesn't raise doubts, and conclude the sense that where an activity of pupils is organized and regulations of their relations are regulated, there is always a need of education of culture of behavior and discipline.

Let's pay attention: the discipline is understood as existence in collective (institution, school) of strongly established order, certain rules, obligatory submission to this order and observance of these rules by all members of this collective. This obligation of discipline gives her certain specifics in system of morals. Being a morality component, the discipline covers mainly those parties of behavior of the personality which are for her obligatory owing to official duties and regulations existing in this or that establishment.

For understanding of specifics of discipline in system of morality of the personality it must be kept in mind that the same rule of conduct in one case acts as the requirement of discipline, in another — as moral standard. If, for example, the young man at evening in club sitting talks to the woman who stands close to him, or to the senior on age man, his behavior is qualified not as breaking the discipline, and as derogation from standards of politeness and decency. But if the pupil during a break sits and talk to the teacher who stands close to him, then it is already considered an indiscipline because school rules order that the pupil got up when talks to the teacher. The discipline belongs mainly to performance of the obligatory norms and rules of

conduct connected with official duties of the personality show also those features which it has in various public spheres. There is, for example, a military discipline, labor discipline, etc. Naturally, there is also a school discipline. It includes the whole system of obligatory rules of conduct for pupils; a certain order of the organization of their educational, labor and public work, and implementation of these rules has to carry conscious, but not compulsory character. In this sense the essence of conscious discipline of pupils consists in knowledge of rules of conduct and the order established at school, understanding of their need and the fixed, long term habit of their observance. But if rules of discipline are fixed in behavior of pupils and define his stability, they turn into personal quality which it is usually accepted to call discipline. Finally school education should have the link for formation of discipline at pupils.

Discussing and comparing well-breading of younger generation in Norway and Russia, this theme has caused a lively interest at me. The founding agreement of the Barents Euro-Arctic Cooperation – the so called “Kirkenes Declaration” – states that: “Wider human contacts and increased cultural cooperation in the Region should be encouraged to promote constructive cooperation and good neighborly relations”.

I live at the border area, and both countries need developing cooperation and sharing these knowledge. Younger generation is our future, and it depends only from us what we put into their characters, what will they value and which future shall we have then. There are many things which we should teach our younger generation. We live in the world where time organization is one of the important things. There are some skeptics among people who consider the idea that the childhood should be free from any cares. But even those people understand that it is in the childhood lays the most important foundations. The purpose of my master thesis is to help adults to help children in our difficult world, would help to develop talents, to teach to achieve their dreams, to find their own place. I want to contribute to the cooperation between Norway and Russia, and this contribution is to bring benefits to both countries in the development of cross-border cooperation, and consider our younger generation to be a future for cooperative and productive relations in future. The Norwegian Barents Secretariat is constantly reviewing its project in order to keep it in line with the demands of the currents social situation, both in northern Norway and Northwest Russia. The Russian society of today is something radically different from what it was in 1994, when it struggled to reconstruct and redevelop its basic social structure.

The development of vision, character, and competence in our young generation is keeping pace with the changing demands of the world around them, where human, social, political, or moral aspects are so important. The educational system must prepare individuals to progress in each of these arenas of life. Therefore, character development must be seen as an organic process in the development of the material/physical, human/psychological, and moral/transcendental aspects of human being.

1.2. The essence of well-breading and finding problem solution.

Democratization of the school environment has significantly affected behavior of pupils. School pupils became more active, independent and initiative, free in expression of the opinion, in acts and aren't inclined to unconditional following to disciplinary rules. These circumstances cause serious concern of teachers who understand that from one side it is positive changes, but nevertheless, can cause essential difficulties in educational process, reduce its effectiveness and influence negatively the level of education of school pupils.

If every child will get wide development, not just learn subjects in school, but at the same time learn to live a full and productive life, to be successful and happy, then this world would become much better.

The younger school age covers the period from 6-7 to 9-11 years. The most characteristic feature of this period consists in that: at this age the preschool child becomes a school pupil. It is a transition period when the child unites lines of the preschool childhood with features of the school pupil. As well as any transition state, this age is rich with the hidden opportunities of development which are important for catching and supporting in due time.

The foundation of many mental qualities of the personality is laid and cultivated at younger school age. At a transition stage from the preschool childhood to school there are also psychological difficulties connected with the fact that the child becomes more and more susceptible to external estimates. Opinions of other people gradually begin to influence the attitude towards themselves. To help the child to cope with the appearing complexes is a difficult task. At the same time right now, when communication with schoolmates becomes an important component of life of the child, it is necessary to prompt to him things that help to find self-confidence.

The age from 6 to 11 years is extremely important for mental and social development of the child. His social status changes cardinally - he becomes the school pupil and it leads to reorganization of all system of the vital relations of the child. He has duties which he did not have earlier and which are defined not only by adults, but also peers surrounding him now.

Parents of the school pupil need to be ready to the fact that in one moment the child can declare that he does not want to go to school. At some children the fear is so big that they cease to cope with alarm. One begins to be capricious and without cause he starts quarrelling with parents, brothers, sisters, others have headaches, sickness, the sleep is interrupted. The child can be afraid of the strict teacher or what won't be able to perform a task, etc. Can be the reasons of fear and which parents seldom perceive seriously.

First of all, adults underestimate importance for the child of the relations with schoolmates. Quite often the fear of school means fear of collective, inability to take the place, comfortable for itself in a class. Many children aren't able to be on friendly terms and solve the conflicts. Even if the child at school has a friend in an inner circle, at school he can feel being alone and daily be afraid of sneers of schoolmates, their egging on, games. If besides there have not happened good relations with the teacher, the situation becomes really intolerable. From experience of communication with parents, I can tell that if there is a similar problem, then it needs to be discussed with other parents of pupils of a class to understand whether experiences of your child are unique. The skilled elementary school teacher, where I conducted survey on this problem, advises in such situation to observe communication of the child with other children. It is necessary to create a situation which will pull together the child with schoolmates – for example, to call children home, to organize a joint campaign somewhere for the weekend. It is necessary to teach the child to skills of communication and it is obligatory to speak with him about his feelings, about what is endured by you and other people.

Parents have its own role in educational process. They can make the beginning school pupil happier. If the child is afraid of the teacher, recognize this feeling, his experiences: he really is afraid! Explain that teacher's severity is not directed against him, the adult can be nervous and become angry. If at any lesson the child misses, awaken his interest in this area of knowledge: read him good books, together watch documentaries - it is a fine way to maintain curiosity. In due time I have solved such problem in the way that I have bought a microscope to my child.

Occupations with a microscope helped my son to expand knowledge of the world around, created necessary conditions for cognitive activity, experimenting, systematic observation of various live and not live objects. Curiosity and interest in the phenomena occurring around began to develop in my child. He started to ask questions and independently search the answers for them. I noticed that my child absolutely differently looked at the simplest things, saw their beauty and uniqueness. All this can become a strong basis for further development and training.

It should be noted that interest from someone from adults is very important. Then parents will be able to give the enthusiasm to the child, because it is hardly possible that the child will work long time with a microscope without your active help and participation.

During the research, I communicated to children. In Russia there is a tradition when at the child birthday comes, parents lay a table at home, table is full with different tasty dishes, fruits and big cake, and the child invites the friends home to celebrate. From communication with children I learned that in rare cases, it can not always work. In my town children usually go without parents to birthday. At the age of 9-11 years children are ashamed if peers see the child with the parent or the close relative together outdoors, and that is the reason that they start to move away a little to seem independent. From one of children I learned that there are cases that the child takes the money intended for gift to himself and goes for a walk in the company of other peers. In Norway this problem is excluded because birthdays in most cases are organized in café for children, and they come in most cases together with parents. But parents sit separately or on other side of a table not to disturb the children communication and communicate among themselves.

The solution of this problem can be quite possible for the future of the border cities. Between Russia and Norway at the local level there are all opportunities for close cooperation, experience exchange, to adopt what will serve for the good for our children. If weekend places will be created or at least one joint project that children had an opportunity to get acquainted and exchange experience in the border cities of Russia and Norway. Such centers could exchange workers, organize leisure and communication for children. In Russia there are people who earn money by organizing days such as jubilees, birthdays, weddings, etc. And it is very interesting to spend time even for adults, because the organizer person creates many interesting competitions or funny tasks for them also. Talking to locals citizen in border Kirkenes, I heard that there are no such people, but in one of kindergartens there is a teacher

who plays theater with children, and create a lot of all interesting scenes and new things for them, taken from the Russian culture. The Norwegian parents like such approach very much. But in Russia in the majority cases celebrations are organized at home, and people invite the guests home. Norwegian people can allow more opportunities that all invited for celebration could meet in one place. If the joint project would exist, it would help to become closer to two border zones, exchanging good experience, adopting the best not only in traditions, but also in national entertainments. The project target could never be "Russian" or "Norwegian" society, identity, community, and so on, or a distinct segment of such a unit.

It may happen also, that at present time for any reasons it become not possible to organize a pleasant meeting for children, to pay attention to their relations in collective. But at elementary school the child can face such problem, that on reason of sharp and sometimes cruel remarks of schoolmates, he can not just take offense or on the contrary will conceal fear, but also possible that it can cause aggression. Trying to help him to manage and to protect himself adequately, parents should know the reasons for which children of 7-11 years tease each other.

More often it is harmless attempt to come into contact, to show themselves and to test the schoolmate for durability. Appearing in one of roles – "victims", "aggressor" or "observer", children find out, how easy it is to cut the grass from under feet of another in a stressful situation, and how firm and ready to stand for himself the person. By results of such "test" the place of the child in group hierarchy is determined. It is not occasionally, that the new class beginners are teased accidentally more often and sort out the relations in collective which only develops.

No matter, what exactly was the reason for that for schoolmates – it may be high or, on the contrary, the small growth, some other lack of appearance, and trait of character and so on. What to undertake in that case to parents? How to be if your child is teased by schoolmates and on that reason he does not want to go to school?

Psychologists advise parents not to interfere, at least, openly with the conflict of children. Your intervention won't force other children to have other attitude to the child.

Schoolmates won't cease to tease; they won't understand that they hurt someone. On the contrary, it is quite probable; protection of seniors will finally strengthen schoolmates against your child. To play with him as equals, to accept him to their company – they will not admit it, he is "informer", couldn't cope himself, and brought parents to solve the matter.

Thus, the aspiration to deal personally with offenders or the requirement that the teacher with her power "stopped these mockeries" will lead, most likely, to isolation of the child in a circle of peers. Besides, the kid will draw one more conclusion: he isn't able to cope with difficulties himself, he needs the help of adults. It will deprive him self-esteem and confidence in own forces. And, as it is paradoxical, will prevent him to respect own parents. The child asked them for the help, and their intervention only worsened its situation.

In what way to help the child who got into so hard situation? Some parents advise children to deal with offenders by the most efficient methods. In most cases such recommendations come down to one: to sort out the relations directly, openly having asked what doesn't suit mockers. Often these examinations immediately pass into a fight which the one who is right not always wins.

To be fair it is necessary to tell that similar tactics sometimes have positive results. Participation in a fight, even if the victory wasn't absolute, rather often helps the child to assert himself. But you shouldn't be fond of it.

You should not allow the child to affirm in a thought that any problem can be solved with fists. On the contrary, it will be useful to show that it is possible to find honored way out from happened situation and to let know to the child that to he is able to manage with it.

In any class and in any company, there are people, who like to offend others. May be it is worth to say to the child that such person was offended very much in another company previously and he is afraid, if he stop sticking into others "negative" attributes all the time, everybody will notice his own. Unfortunately, such people exist, and we just need to find solutions.

Let's look with the offender's eyes. There is very fat boy, sits and chews a roll with raisin. To begin with what?-offender thinks. But that guy laughs so loudly, discussing something with the neighbor on school desk! Perhaps, if to call him thick, then he won't be upset, and simply brush away with his hand.

Here the girl wearing glasses reads the book. To tell something like "who has four eyes ..."? But I heard how she on last break cut off with words one guy here, she is able to say something caustic, that the laugh will be directed not at her, and over me.

The child has to pay attention that no features of the person do him being the victim of offenders. You can be thick, lean, red-haired, the silent person, wearing glasses, with different socks, and at the same time, nobody won't want to tease you at all.

Moreover, it is necessary to explain to the child that he will be pleasant to everybody; the most unusual people are the most interesting. Remind about Pippi Longstocking or Carlson!

Actually the offender chooses person who is ready to take offense, ready to burst into tears, become red, escape, to complain to the teacher, those who is ready to become a victim.

Parents have to convince the child that troubles not at the person who is teased, and at the one who does it. You should let know to the child, that completely happy and satisfied with himself, with his own appearance, the character and the self-assured person won't begin to pay attention to specific features of others, even if these features are real. It is necessary to explain approximately this way: "The main thing is not to allow feelings to overflow you. Remember: you are not the reason for this matter, not in what which features you have. It is all about offender. He is such a person that can't live without offending anybody."

Of course, it happens hardly first to keep calm, but you can learn, having acquired this thought.

You may also give advice, that the child has tried to imagine that he takes a detached view of a situation as at cinema or watches offenders from the imagined balcony and imagines him small and ridiculous. If the child manages to keep calm, then he will be able to behave correctly.

For example: To yawn and tell: "Boring... something totally new you would tell ...". Or to smile and tell: "I am so glad that it is so cheerful for you." Or to turn everything to another side: "Oh, thanks, I just train ability to concentrate, when I am distracted. Can you continue helping in it?"

If to continue to keep calm, then it bothers to tease you quickly. While you are the victim, they think that this way they can treat you. But if you behave correctly, they will feel awkwardly. Perhaps, it will become a shame to them. And someone from them will begin to respect you and will want to be on friendly terms.

But happens and so, that the child doubts "advantage" of the act. Parents teach children not to revenge if something happens, and children don't consider this opinion. In this case it is important to show to the child the events from the different parties. This conversation can be

constructed this way: "Let's understand. The person made for us something bad. We took offense at it, and also wanted to make to him something unpleasant or even worse. What for? That he would feel how we felt the similar situation from his actions or words, and ceased to act this way. But if we do as well as this person, then what we differ from him in? No difference. And whether he understood how to us it was bad after his act? Most likely, no. He understood how badly it was after our words and actions and that we are bad people. Whether he will stop to act like previously? It is unknown, but I think that not. Because if even you, kind and good, so acted, then this way it is possible to do. And he will want to hurt you again. And you will think further of how you did wrong, - kind and good people so badly don't do. That means, it will not become easier for you. In my opinion, it is not what we wanted to achieve. People revenge because of powerlessness. And by that show the weakness. Therefore fairly people say, that strong people do not revenge. It is possible, for feeling easier for us, it would be worth explaining with words to the offender what we felt. Often people offend us not specially."

Anyway behind manifestation of children's rage, roughness and cruelty there are always certain problems of a family in which the child grows. Or rather, his family is unstable, not giving him necessary understanding, care, protection, and these things also generate children's difficulties. The most difficult situations usually develop where parents have no slightest doubts in correctness of own acts and views on education, and therefore put all responsibility on others – on society, on teachers, etc. To help the child, it is necessary to react to his behavior adequately and as soon as possible. Not to perceive the aspiration to curse or beat the offender as something natural, but also not to bring together the identity of the child to determination "aggressive", understanding that some suffering always is behind his behavior. Such behavior is an important signal, desire to get support from the strong, loving and causing trust people. It is what adults should see in such person.

The fine example of the answer to the offender is in an old story about the poet and philosopher Goethe.

Somehow Goethe walked in the city park, and on a footpath he met the rude fellow.

- I never give the way to idiots! –the rude fellow declared proudly.

- And me – always, answered the philosopher with courteous tone and descended from a footpath.

At the age of 7-11 years the emotional sphere of the child changes. On the one hand, at younger school pupils' age it remains tendency to react violently to the separate, touching them events and situations. Children are sensitive to impacts of surrounding life condition, are impressionable and emotionally sympathetic. In this period two determining motives of behavior come into conflict: motive of desire ("I want") and motive of obligation ("is necessary"). If the motive of desire always proceeds from the child, then the motive of obligation is more often initiated by adults.

At the age of 7 - 11 years the child begins to understand that he represents a certain identity which is exposed to social impacts. The consciousness of the child intensively develops, and its structure becomes stronger, being filled with new valuable orientations.

The deep changes happen in the psychology of the younger school pupil, and it says about wide opportunities of development of the child at this age stage. During this period, at qualitatively new level, the potential of development of the child who is learning the world around and himself also, gaining an own experience in this world is implemented.

Physiological transformations cause big changes in mental life of the child. In the center of mental development randomness forming is pushed (planning, accomplishment of programs of action, control). At this age the child for the first time distinctly begins to realize the relations between him and people around, to understand public motives of behavior, moral estimates, the importance of conflict situations, that is gradually enters a conscious phase of forming of the personality.

The school discipline serves for the solution of internal tasks of school.

At school, however, there is coercion external and internal exist; availability of external compulsion of children in school gives a reason to put a question of school discipline since the discipline was always considered as the basic rule of the internal structure of school.

In such light the education should be entirely "natural", it is necessary not to spoil the person, not to spoil it, and being based on the natural data, to develop the highest forces pledged in soul of the person. The task of education consists in giving the chance to the nature to influence on the person, to protect its nature from influence of culture. Thus, pedagogical naturalism grows from recognition of radical good in the person. Means of free education is freedom. The child shall be free from any artificial coercion, is free in the external behavior,

no rules regulating his behavior are necessary. Such type of discipline is present at the Norwegian schools.

Proceeding from a similar line position, the discipline in its habitual concept is absent, or it is present at quality of "natural" disciplines. Arguing on discipline at school, Tolstoy in his pedagogical views reached the complete negation of education and even till denial of the right to education. "Education is violent, forced impact of one person on another with the purpose to form such person, who seems to us good" - says Tolstoy L.N. (Tolstoy 2005:73).

"Education as intentional forming of people on the known samples unproductive, illegal and is impossible. The right to bring up doesn't exist. Just allow children to know in what their benefit, allow therefore him to bring up themselves and to go way which they to will choose" (Tolstoy 2005:77).

Tolstoy's ideal concluded in that the teacher shouldn't have any power over pupils, the relation between them has to be the relation on equalities. The school only provides to pupils an opportunity to gain knowledge; pupils have to have the right to choose what is necessary for them and what is interesting on their own concepts. Such school will be free at once and at the same time free and vital.

From these views, two pedagogical ideas have developed:

- 1) The discipline as coercion, is absolutely denied, education has to be free and to be alien to coercions, both internal and external
- 2) Education and school should not be "World-theoretic", since it is the worst type of coercion.

There is a question: in what measure all this is correct? Whether really the discipline resists to freedom? Whether it is possible to do without coercion in general?

This question can be solved only after the solution of the general question of freedom. What all negationists of any coercion recognize, is that freedom is given us that each child owns it and that the child can't be brought up within a certain world view.

Freedom isn't an entity, and is a set course; the child gets freedom at the end of education. One of the problems of education just consists in developing freedom skill. If the skill of freedom is acquired, then the problem of education comes to an end.

At such approach, the idea of free education loses the clarity because freedom in children still needs to be exempted from a number of spontaneous restrictions.

The school as organism assumes also organizing forces. This organizing force is also the discipline. It isn't suppression of freedom, but its more correct development and assistance to it, as only through discipline it is possible to get also experience of freedom. Thus, the discipline is one of freedom conditions at school and means of preservation of freedom.

How the school organism has to be organized? Of course, the attention to inquiries and interests of the child, to his inner world, to his amateur performance is necessary. But whether the entirely school life should be totally regulated? Of course, no, on the contrary, the distortion will appear and will bring school discipline to training.

The "World-theoretic" school is one of the last words of modern pedagogic. It is reaction on dominating learning about impossibility of any coercion at school. Now at schools there is an introduction of this or that world view. But transfer of the world view is possible also without external coercion.

The task of school consists in creating requirement of discipline. It is a mischief in that school, where children are not accustomed to discipline. The purpose of discipline is in keeping order.

It seems to some adults that, if the child is polite, follows rules of good form, then he can be considered disciplined. However, sometimes, those adults draw this conclusion only on external, ostentatious signs. And in the reality, not even any child, differing with a good obedience and sense of duty, can be called consciously disciplined person, at whom this quality became as if temperamental attribute.

But, in spite of the fact that all of us such different people, that were born and grew up during different eras, the main valuable reference points are created in a family. And process of forming of conscious discipline of the child in many respects depends on good breeding and discipline of adults with whom children communicate daily. It means that from parents first of all.

I tried to find out reasons of negative behavior of younger school pupils, and come to conclusion that it is important for parents to answer next questions for themselves, to understand if there are problems exist.

Parents should ask each other if both mother and father consider that in their family there is a mutual understanding with children?

Whether children speak with you "in an open and frank manner" whether they consult "according to personal things"? If children are interested if parents had beautiful day? If parents know friends of their child? Whether children together with you participate in home cares and have fixed obligations in a family?

Do you have with them general occupations and hobbies? Whether children participate in preparation for family holidays? And "children's holidays" like I described above - whether children prefer that you were with them? Every parent can create for himself a plenty of similar question, but the answer should be positive. Otherwise it means problem in that area.

Trying to determine the reasons of children undisciplined behavior, I come to conclusion that by this way they imitates adults, have desire to differentiate oneself from others because nobody noticed him. It may be also revenges for dislike and disrespect and desire to manipulate adults, to show a protest against the existing rules. Very harmful in a family may be lack of single requirements, permissiveness and connivance. The child will try to manipulate adults in this case.

To solve all that problems I can offer few points. Parents should make plan on necessary "how to help family" affairs together with children. Parents must teach children to skills of work and carry out it together with children until they don't learn to work independently. Let them know that in case of need you will always be near. Step aside and don't interfere until you are asked. If there are problems, discuss them, you don't hurry with criticism, especially while work is performed. Provide children with stock according to their age, such as small broom, small garden tools, etc.

Parents need to establish time for joint homework when all family members can work together instead of hanging out the list of affairs for children.

Very important quality of each parents is appreciate a contribution, but not quality of the made work. If the child lost interest in the work on its middle, parent should praise the child for the fulfilled task. And make sure that work corresponds to age.

In case of education of conscious discipline parents shall ask correctly the son or the daughter that the child satisfied this request. At the same time you should appeal to the child politely, exclude command tone; try to cause a responsible attitude to fulfilling of your request in the

child; appealing, give to the child of the instruction of its accomplishment; and don't ask the child to execute that beyond his powers, at first teach. Parents should express their gratitude for fulfilled task.

Encouragement is an efficient method; it is a manifestation of positive assessment of behavior of the child. There are many methods to express to the child the positive assessment. It both a tender look, and an incentive nod of the head, and the approving gesture, and the kind word, and a praise, and a gift ... It is important "to cause" satisfaction feeling, so the child could have positive experience, connected with execution of regulations and rules of conduct.

Punishment is negative assessment of behavior of the child. The sense of punishment shall consist in awakening of remorse, feeling of disappointment the behavior. Similar to encouragement, there are many methods of demonstration by adults of the negative relation to offenses of the son or the daughter: a cold glance, the frowned eyebrows, the warning gesture, the angry word, etc. "Didn't expect from you", – mother says sadly, and for the child it already is punishment because negative assessment of his behavior was heard from the dearest person.

To determine necessary punishment and its measure is very difficult task. It shall correspond to offense. The child is very sensitive to justice of punishment. If parents are sure of feasibility of punishment, then it is all the same necessary to show flexibility and diplomacy. Parents should remember that they also can be mistaken! In this case they should have courage to apologize to the child if punished him unfairly. Just control behavior of the child, try to warn possible negative acts.

I want that you thought of a subject of this theme, because such problems exist in our society. And an offensive words, intolerance to each other, increase in a voice if it wasn't heard from the first time, splashes of anger, undisciplined behavior at the moment of lack of adults control, etc. also existing.

It should be noted, that children very much suffer from the indiscipline and from badly organized tenor of life in a family. Way and the regime accepted at home, it is that external order by means of which a certain framework of behavior is formed. The regime of a family represents a certain system of the means and methods helping to bring up the child. Of course, it is not a panacea from all troubles, but the quite good assistance. In case of observance of the regimes considerably happens accumulating of the correct disciplinary experience and ability

to dominate over itself, which we call self-discipline and without which it is impossible to consider person authentic disciplined, comes.

1.3. Education of conscious discipline.

The conscious discipline is created in specific affairs of pupils. Many school pupils study not in a complete measure of the opportunities, and this is the reason for their "not gathering additionally" knowledge, abilities and experience which they could acquire at school. The important reasons of this phenomenon are insufficient awareness of the vital importance of knowledge by school pupils, and also indiscipline in the learning.

Without using fully the skills given by nature and a social environment of an opportunity in getting the knowledge, skills, the pupil cannot perform and develop all the opportunities. The personality suffers from it (did not gather something additionally, was not able, did not create in himself all necessary skills for authentic development), but the whole environment loses also much in general.

Conscious discipline, discipline of the personality can have various levels of development that finds the reflection in a concept culture of behavior. However the concept culture of behavior isn't limited only by characteristic of pupil's discipline. It includes all parties of moral manifestation of the personality. They say, for example, about the standard of speech, about the standard of work, about culture of relations in collective, etc. In this sense the culture of behavior as the specific term means high degree of elegance, and perfection of actions and deals of the person, perfection of its activities in various spheres of life.

Content of school discipline as it is already noted, is determined by those regulations and requirements which are established by rules for pupils, and also internal rules and procedures of school. The most important of these rules is the following: school students are obliged to perform honestly educational tasks and to seize knowledge; to support the textbooks, notebooks and education guidance in a good condition; to observe an order and silence on occupations; not to allow hints and writing off; to protect school property and personal things; to show politeness in the relations with teachers, seniors and companions; to take part in socially useful work and out-of-class actions; not to allow rough and offensive words; to be exacting to the appearance; to maintain honor of the school and the class etc.

Specific requirements are imposed to behavior of pupils on the street and in public places. As the content of these regulations and requirements shall consider age features of pupils, they have the specifics in the attitude towards pupils of initial, middle and senior classes.

Unfortunately, in recent years the attention to development of rules of conduct of school pupils was weakened, though their accurate determination has great educational value. The matter is that the rules for pupils and internal rules and procedures of school are regulating by documents, on the basis of which education of conscious discipline and culture of behavior as personal qualities of school pupils is performed. What kind this work should be?

The abilities, skills and habits created at younger school age give to the child the certain esthetic image, which is rather well illustrating the actual level of his esthetic and general culture. Really, the child shall learn and besides also accustom to realize himself in the activities, behavior, to express in his appearance the existing public ideas and regulations on esthetics. It is obvious that it is the most preferable to do it at younger school age: during this period the child for the first time faces powerful and strict assessment by his close environment, carefully and captiously monitoring all new manifestations of the personality: from a hairstyle, a collar, arrows on trousers, purity of footwear, school bag - to a manner to communicate with the schoolmate with seniors, the attitude to jewelry, color the fabrics used in clothes, a habit to be accurate, tidy.

Let's notice that this work demands from the teacher such qualities like diplomacy, patience, moral and psychological culture. It is necessary to remember that material resources of parents aren't identical as well as the level of their culture - children already begin to realize it and, sometimes, rather painfully react to public notes, requirements of the teacher. Such situation actualize need of taking into account a condition of life of each pupil, specific features of their mentality, as they in many respects determine the choice of influence ways on children.

If a teacher wants to build a community of learners, a number of things have to happen. Students need to be involved in making decisions. They need to work regularly in groups. They need a challenging curriculum that involves not only listening but actually doing. They need to understand that it is OK to make mistakes that learning involves more than getting the "right" answer.

One of important parameters of esthetic culture of the younger school pupil is his habit to self-service, establishing order of the house and at school. Such habit includes schooling of

the child quickly and in time to awake, make a bed, to wash, brush teeth, to comb hair, to eat food accurately, to clean up plate and to wash it, to participate in cleaning of the dwelling, to regularly take out garbage, to observe cleanliness and order in the apartment, to save water, gas, the electric power, not to slam the door - in one phrase, the variety of small and enough specific his manifestations, qualities, which equally the child shall observe both at home and at school. From these specific manifestations and habits there is a moral and esthetic shape of the person, his culture, his esthetic credo is building.

It seems to adults that all these manifestations of the identity of the little person - a trifle, private details, but from them in general - there is complete "portrait" of the child, an essence of his relation to the world of things, to the people surrounding it, to their work, to their wellbeing as, however, and to himself also, to the health, is building.

There are a lot of such trifles in life of collective, from them constitutes esthetics of behavior, which should present in collective also. And these basic trifles shall be finished, but also thought through with some general principles and be harmonious. Many trifles which cannot be listed here, but they can be performed beautifully, great and in connection with general movement of collective..."

The discipline of school pupils at a lesson is a high business spirit during accomplishment of educational tasks of the teacher. The authentic discipline of pupils at a lesson is characterized by their good emotional spirit, internal concentration, but not constraint. It is an order, but not for the sake of the order, and for the sake of creation of conditions for fruitful educational work.

Why exactly nowadays it is important to speak about forming of conscious discipline? Because the first class is critical moment in the child's life. He adapts to new conditions. Transition from the leading game activities to educational is performed. He shall learn to follow certain school rules of conduct. And, at all this adaptation period passes differently. And if to miss this moment in respect of education, having put emphasis only on subject knowledge, then in the long term we will have though the competent personality, but badly adaptive in society. At any place the disciplined person is always valuable. The conscious discipline of any person is based on understanding of the obligation in daily work, on understanding of sense of responsibility for each word and an act for people around.

What is "conscious discipline" and from what age it is necessary to begin to create this quality? What factors influence forming of conscious discipline at the child in a family?

From the child it is required to be diligent and persistent in the learning, fair, faithful to the words, exact and accurate in work, to be able to organize the time and leisure, to show respect for seniors, to care for close people, to be modest and polite. Also education of discipline, probably, is connected with familiarizing of the child with accomplishment of some obligations. Children need to feel their belonging to a family, the membership in it. If they don't see for this purpose positive ways, they find other opportunities to prove the relevancy, and exactly here the problems arise.

Here I give next ways of forming at children of conscious discipline, which I would recommend to apply in daily life towards children.

The first of all, I would name personal example of adults and comfortable family environment; here refers acceptance, respect and love of the child of what he is, unity of interest, and participation in the child's life. For well-breading it is very important the unity of requirements to the child and adequate control. Accurate day regimen, of work and rest and responsibility for own acts will of course help following children obligations in a family.

1.4. Formation of pupils' skills and behaviour.

One of the leading factors which are positively influencing forming of conscious discipline of school students is the reasonable organization of a lesson as main form of education.

The good discipline of pupils at a lesson happens when the teacher possesses a capability to organize purposeful activities of pupils, to carry away them not by entertainment of his methods, but by ability to disclose value of study and knowledge, to accurately determine the purpose and tasks of educational tasks at each stage of a lesson, to involve each school pupil in work.

A lot of things depend on ability of the teacher to organize himself and the work, directed to a management of cognitive activity of pupils. Ushinsky K.D. in work "The chosen pedagogical compositions" wrote: "If we entered...an order and symmetry in occupations...without leaving any child even for one minute idle, if we managed to make occupations entertaining for the child, convince the respect for execution of the obligations to the children, made these obligations not too difficult if, at last, our moral nature such is that children can start love us, - then class discipline in our hands." (Ushinsky 1999:78)

The teacher's task is purposefully to create for pupils at a lesson and also at out-lessons time such qualities of attention as activity, an orientation, stability, easy changing kind of activity, width, etc.

Non-formation of attention, undoubtedly, is a serious obstacle in the learning for the pupil. The inattention of school pupils at a lesson is generated by the different reasons. Also happens that in elementary grades instability of attention of the child isn't always considered by the teacher. The serious reasons generating lack of attention at a part of school pupils at a lesson are hidden also in the weak organization of a lesson.

To listen to the teacher, to be attentive to answers of school-mates, strong-willed efforts are necessary. For the education at pupils of attentiveness like a trait of character of the personality, disturbs the frequent change of types of activity at lessons or monotony of its forms i.e. when at a lesson visibility of activity of pupils is created, but there is no quiet profound concentration. However the aspiration of the teacher to force pupils to work the whole lesson on high mental effort leads to the fact that the pupil is tired and loses attention.

V. A. Sukhomlinsky exactly noticed: "Not to lose of any minute at the lesson, not to lose any moment without active mental labor – what can be more silly in such thin case as education of the person ... No, it is not possible to try to achieve attentiveness, concentration, intellectual activity of children by this way. Intellectual activity and nervous energy of pupils, especially of younger age, is not a bottomless well from which you can scoop and scoop" (Sukhomlinsky 1985:22).

Alternation of tasks of the reproducing and creative nature and also accurate set of goal and lesson tasks allows keeping and supporting attention of pupils at a lesson; and also reasonable inclusion in a lesson of various forms of educational activities, provision of an opportunity to study school students at a lesson independently.

For the purpose really to manage process of forming of a responsible attitude to study, the teacher should know well motives for pupils' learning, find out the reasons which are slowing down development of positive motives.

All activities of the teacher shall be directed to creating cognitive interest and the informative need for knowledge.

The teacher should:

- To rely on natural intelligence of pupils and not to be limited to only mechanical skills; discussions between the teacher and pupils are desirable.
- To cause activity of pupils
- To increase interest of pupils when training.
- To give motivation of need of studying of new material.
- To develop capabilities of pupils to abstraction; to create the pedagogical situations promoting independent clarification of new properties.
- To use tables, schemes, cinema, special games.
- To develop thinking of pupils, to use heuristic methods.
- To apply the solution of the tasks connected with the theory and empirical practice, to apply tasks on problematic, open tasks in which the pupil selects data and even formulates a task.

Studying of broad school practice showed that the main faults of the organization of lessons of school are:

- a) Weak engagement of all pupils into educational cognitive activity in general at a lesson and its separate stages. It is shown that activities of school pupils are specifically not determined: tasks are not set, it is not specified, how and why pupils should be engaged. Therefore work in a class goes generally with a support on possibilities of strong pupils;
- b) Irrational appliance of pupils at a lesson with educational cognitive activity. Faults of such organization consist that though all pupils at a lesson participate in study, educational tasks on its complexity don't consider real opportunities of school pupils. As a result the organization of educational process at a lesson pledges prerequisites to low educational productivity of pupils and creates dissatisfaction with the work, generates indiscipline at them.

The unhealthy climate at a lesson is an uncertainty of pupils, boredom, nervousness, fear to be asked, etc. All this creates the oppressive atmosphere at a lesson that can cause the mental stress involving gross violation of discipline. Knowledge of the taught subject and ownership of training methods, understanding in what direction it is necessary to bring up children, - all this, of course, is necessary for the teacher for education of conscious discipline of pupils.

So, the discipline of pupils is a strict and exact observance of the order established in educational institution; fair execution of the obligations, requirements of teachers and school

collective; conscious subordination to it. Being a result of multi-sided educational work, the discipline of pupils itself at the same time is an important educational tool, developments of consciousness, organization, the standard of work, and various qualities of the pupil.

In interaction with children the conscious discipline as civil quality and result of pedagogical process is cultivated gradually, all variety of content, forms and methods of the organization of life. The conscious discipline becomes the tool, an educational tool only after it is born, becomes stronger, created, ripens as a result of all educational influences.

In practice of school work the typical mistake of the data, narrowing of essence of conscious discipline to the simple amount of naked requirements, prohibitions, the constraining measures, the braking means, and separate methods of disciplinary impact is quite often admitted. Such discipline pushes away children from tutors, is perceived by them as a boring and unpleasant obligation, as constraint and suppression of freedom and an initiative, control, restriction and suppression of activity. Makarenko A.S. called such discipline "boring" (Makarenko 1988:29). Children in every way aim to leave from under its impact, show resistance to restriction of the natural manifestations.

Quite often teachers see discipline of children only performed by them rules for pupils, and reduce all work on education of conscious discipline to their verbal assimilation. At the same time they forget about the ideological party of case, about communication of conscious discipline with a conscientious attitude to educational and productive work, public wealth and property. The third consider that the discipline is only an external order which is reached due to children's obedience, implicit execution by children of requirements and instructions of teachers, parents, tutors. Of course, the concept of conscious discipline includes both accomplishment of rules, and external culture of behavior, and reasonable obedience. However it doesn't come down to one of these private moments. It represents the phenomenon integral, specific, psychologically more difficult, than obedience or external cultural manifestation.

The conscious discipline and discipline of children as integrated quality of the personality grows in the child gradually, in process of forming on unity of his world outlook, civil beliefs, commitment and will, skills and habits of behavior, an initiative and independence, adherence to principles and irreconcilability to faults of process of all leading types of activity, the relations and communication. It is formed as an element of consciousness and a method of practical habitual action, in process of accumulating of experience of progress and

achievements, thanks to the disciplined individual and collective efforts. It is acquired by the child as discipline of fight, overcoming, and the solution of real essential tasks of life.

Therefore also children, depending on age, a condition of educational work, can have various level of its development.

At younger school age the dominating mental condition, the motives and stimulus directing behavior of the child are to a great extent determined by interactions with adults, first of all - teachers and parents, and to a lesser degree - spontaneous motives. Under the influence of these external and internal stimuluses in behavior there is both an obedience, and disobedience. Lack of experience of the vital relations, respect for close adults and aspiration to satisfaction of the requirements with their help induce many younger pupils to obedience. But already at this age it is not necessary to neglect opportunities of self-organization and self-disciplining which are stimulated with collective perspectives, games, curiosity, spontaneously arising interest in various creative occupations. Spontaneous interest and collective motives need to be supported, developed, and included in system of pedagogically organized and purposeful affairs.

Thus, the period of studying of children in initial classes is optimum for instilling in children of positive skills and habits of behavior. The teacher to details should think over nature and amount of skills of behavior, accurately to determine system of methods of its forming and fixing. Big emotional excitability of younger pupils demands from the teacher of wider use of a method of the encouragement combined with the increasing insistence to their behavior. But even within younger school age the technique of education of pupils significantly changes. Methods of education of pupils of first and second classes differ from methods of work with pupils of the third class. With a growing of children the discipline from forced, shall pass into conscious, and then into self-discipline.

1.5. Different approaches for cultivation of moral values

At modern school various methods of the problem resolution of discipline including "repressive" methods are used (calling of parents, diary notes, removal from a class, etc.). At schools the due attention isn't paid to the prevention of misconduct, paying attention on age and specific features of children. Most likely, teachers have no sufficient preparation in this area, are badly familiar with the main approaches to the problem resolution of discipline in modern psychology and pedagogic.

Motivational approach to the problem resolution of a subject matter is reflected in written work "Education: science of good habits: A practice guidance for the teacher and the school psychologist" written by Krivtsova S. V. and Mukhamatulina's E. A. (Krivtsova and Mukhamatulina 2005:79). Authors are convinced that, breaking discipline, the school pupil realizes that he behaves incorrectly, but can not realize that behind this violation there is one of the following purposes (motives): drawing attention, power, revenge, avoiding failure. In this research specific methods of pedagogical response to minor offenses depending on the revealed motive are offered. So, with such motive as revenge, authors designate the following strategy of behavior: graceful leaving (recognition of the power of the pupil, transferring of discussion of questions for other time, the agreement with the pupil, change of a theme, etc.); removal (to other class, the special room, isolation in an office of school administration, etc.); establishment of sanctions (deprivation of the right to be engaged in something, the termination of interaction with other pupils, the requirement of a meeting with administration, parents, compensation of damage, etc.).

It should be noted that researchers give certain characteristics of behavior of pupils, which help the teacher to reveal specific motive and to choose an effective method of reaction. However in practice, even knowing the specified characteristics, the teacher can be mistaken and is wrong determine motive as it is impossible to determine only on the basis of observation of behavior of the child and to understand what his reason was. Especially, it is difficult to realize this approach to the problem resolution of discipline in a new class when the teacher badly knows children and can misinterpret their acts.

Despite these circumstances motivational approach to a problem of school discipline is rather effective if at the same time teachers are familiar also with other psychological developments in the field – in particular, theories of an extrinsic motivation. So, in Norway at schools the approach to the problem resolution of discipline based on flexible use of the mechanism of a reinforcement – positive (awards, encouragement) and negative (punishment) consequences of behavior of the pupil is widespread. It is supposed that the behavior which leads to positive consequences is fixed and tends to fixing, whereas the behavior leading to negative consequences tends to the termination.

When children fail to succeed, the whole community is harmed. Keeping students engaged in the classroom is fundamental to academic success. The use of punitive discipline practices

that rely on suspension, expulsion, and other harsh consequences—often applied disproportionately to minority students—undermine the goal of success for all.

Positive School Discipline is a comprehensive approach that uses discipline to teach rather than punish and, as a result, helps students succeed and thrive in school. Schools that take this approach promote positive student behavior while preventing negative and risky behaviors.

Other approach which contains in works of Rogozhnikova R.A. and she focuses attention on certain qualities and abilities of teachers which are an important condition of establishment of a subject matter.

So, Rogozhnikova R. A. in the research "Professional Competence of Future Teacher on Forming of Pupils' Discipline" allocated the whole complex of positive personal educations of the teacher which, on her belief, are the serious psychological prerequisite providing success in case of forming of discipline of pupils. Among them: pedagogical erudition, intuition, improvisation, observation, optimism, resourcefulness, step, empathy etc. Much attention at the same time is paid to skills of pedagogical communication – to ability to understand position items of the interlocutor in communication, to show interest in his personality, to create the atmosphere of credibility, to ability to listen and hear the pupil, to influence both not directly, and indirectly, etc. In work need of development in future teachers of these qualities, skills which are the most important element of their professional skill is emphasized. (Rogozhnikova 2002:93)

By Rogozhnikova R. A. the model of process of education of pupils discipline on the basis of the valuable attitude towards the person was developed. It contains consecutive stages of education of this quality taking into account socialization which provide presentation of examples of the disciplined behavior, education of a habit as the automated method of accomplishment of this or that ethical standard, understanding by pupils of a social and personal sense of discipline, acceptance of a valuable essence of quality and self-updating of the personality.

Presently interest in school self-government as to the most important means of forming of school discipline revives.

So, Tubelsky A.N. on material of experience of the Moscow experimental school (Schools of Self-determination) showed positive impact of Pupils' Self-government Committee and the developed rules on education of discipline of pupils: court of honor which was engaged in

analysis of the conflicts in school connected in particular with misconduct, Council of School, the School Constitution, the law on vandalism, regulations on school duties, about smokers, etc. (Tubelsky 2003, 283-294).

This approach is also reflected in work of Sergeeva V. where the author among methods of education of discipline specifies system of school watches – "the person on duty, being an authorized representative of a class, is intended to show care of favorable conditions for educational activities throughout the day" (Sergeeva 2004:33).

It is obvious that the problem of school discipline at modern school shall be solved in a complex, taking into account the modern level of development of psychology, pedagogic, a technique, and other sciences on the basis of establishment of favorable psychological climate, a cooperation between teachers and children.

Starting point of forming of discipline – conviction of pupils in its need that it is necessary for ensuring success of general work, for physical and moral security of everyone.

The regulations of universal morals based on respect for other person shall be the cornerstone of behavioral installations of pupils. Exactly from such principles grow strong-willed qualities as self-control, conscious, restraint, honor and dignity.

As important means of forming of discipline becomes the moral and legal treatment of acts (the teacher, parents, group of peers) stimulating also own self-assessment acts. Effectiveness of assessment depends on authoritativeness of its source. The teacher, the tutor conduct work on forming of habits and skills of behavior, relying on a family of the pupil and the whole pupils collective.

Explanation of rules of conduct as best methods of achievement of common goals, use at the same time of striking examples from works of art, ethical conversations and debates, discussion with pupils of consequences of these or those incidents from class life, playing and the analysis of the situations representing a possibility of the moral choice – all this helps pupils to master socially approved standards of behavior, to be convinced of their rationality, justice and need. An indispensable condition of origin individual and socially self-discipline is joint collective development of the code of rules, laws of life of a class, school and the conclusion of a peculiar society, the contract between pupils and teachers for their accomplishment.

"In education of the person it is important to try to obtain that the moral and moral truth was not just clear, but also would become the purpose of life of each person, a subject of own aspirations and personal happiness" (Bogdanova 1997:17).

2.0 Chapter 2

Moral and labor nurturing of younger pupils.

2.1. Moral education as an integral part of the education of younger pupils.

The first years of school are an important and responsible stage in development of moral and esthetic culture of younger pupils, their familiarizing with high and various moral and esthetic and art values. Being imposed on great opportunities of age, purposeful activities of school, teachers are capable to give to this process a powerful impulse, to awaken to creative activities, the capabilities pledged in the child by the nature and talents. Each act of the person if he in a varying degree influences other people and is not indifferent for interests of society, causes assessment from people around. We estimate it as good or bad, correct or wrong, fair or unfair. At the same time we use a concept of morals. The morals in a direct sense of this word are understood as custom, temper, the rule. Often as a synonym of this word it is used the concept of ethics, meaning a habit, usage, custom. Ethics are used also in other value — as the philosophical science, studying morals. Depending on how the morals measured and accepted by the person, in which measure he correlates the beliefs and behavior to the operating moral standards and the principles, it is possible to judge the level of his morality. In other words, morality is the personality characteristic uniting such qualities and properties as kindness, decency, honesty, truthfulness, justice, diligence, discipline, a collectivism. All this regulates individual behavior of the person.

Moral education is a purposeful process of familiarizing of children with moral values of mankind and specific society. Eventually the child gradually seizes the regulations and rules of conduct accepted in the company of people and relations, appropriates and does belonging to themselves, methods and forms of interaction, expression of the attitude towards people, the nature, to himself. Emergence and statement in the identity of a certain set of moral qualities are result of moral education. And than stronger these qualities are created, then less

deviations from accepted in the society moral foundations are observed at the personality, and then the assessment of his morality from people around is higher.

The problem researched by me found reflection in fundamental works of Arkhangelsky A.M., Boldyrev N.M., Makarenko's A. S., Kharlamov I.F., etc. in which, the essence of the basic concepts of the theory of moral education comes to light, and also methods of further development of the principles, contents, forms, methods of moral education are specified.

At younger school age children have considerable allowances of development. Their identification and effective use is one of the main tasks of age and pedagogical psychology. But before using the available allowances, it is necessary to bring up children to the necessary level of readiness for training.

When the child entering school, then under the influence of studying reorganization of all his informative processes, acquisition of qualities, peculiar to adults begins. It is connected with the fact that children join in types of activity, new to them, and systems of the interpersonal relations demanding from them availability of new psychological qualities. Their randomness, productivity and stability should become general characteristics of all informative processes of the child. At lessons, for example, the child from the first days of studying needs to keep special attention for a long time, to be rather assiduous, to perceive and to remember well all what the teacher speaks about.

By psychologists it is proved that regular children in elementary grades of school are quite able to learn more complex material, acquired to them, than that which is given according to the existing training program. However skillfully to use child resources or reserves, it is necessary to solve previously two important problems. The first of them consists that you should as soon as possible to adapt children for work at school and at home, to teach them to study, without wasting excess physical efforts, to be attentive, assiduous. In this regard the training program shall be constituted so that to cause and maintain fixed interest at pupils.

The second task arises because many children come to school not only not prepared for a social and psychological role, new to them, but also with significant individual differences in motivation, knowledge, skills that does the learning for one too easy, uninteresting case, for others extremely difficult (and thereof also uninteresting), and only for the third which not always constitute the majority, correspond to their capabilities. There is a need of psychological equalization of children from the point of view of their readiness for learning due to pulling up lagging pupils to forward pupils.

One more problem consists that profound and productive mental work demands from children the assiduity, control of emotions and regulation of natural physical activity, concentration and maintenance of attention on educational tasks, and in initial classes not all children are able to do it. Many of them quickly get tired.

Special difficulty for the children of 6-7-year age beginning to study at school is represented by self-control of behavior. The child should sit in a place during a lesson, not talk, not walk on a class, not run on school during breaks. In other situations, on the contrary, from him manifestation of unusual, quite difficult and thin physical activity as, for example, when training in drawing and writing is required. Many first graders obviously lack will power, constantly to hold itself in a certain condition, to manage itself during the long period of time.

On occupations the teacher asks children questions, forces them to think, and the same demand parents at home when children doing their homework. Hard mental work at the beginning of studying of children at school tires them, but it often occurs not because the child is tired of mental work, and because of his inability to physical self-control.

When attending the school the child's position in a family changes, he starts to have his first serious obligations on house, connected with the learning and labor. Adults begin to impose increased requirements to him. All this combined together, forms problems which the child needs to solve by means of adults at the initial stage of studying at school.

Questions of moral development, education, enhancement of the person concerned society always and at all times. Especially now, when even more often it is possible to meet cruelty and violence, the problem of moral education becomes more and more urgent. Who as not the teacher having a possibility of influence on education of the child shall give to this problem the major role in the activities. Moral education - the process directed to forming and development of the complete identity of the child, also assumes his formation to the Motherland, society, collective, people, to work, the obligations and to itself. The problem of moral education consists in that teachers should have turned socially necessary requirements of society into internal incentives of the identity of each child, such as honor, conscience, dignity.

The program of moral education for pupils is necessary for realization of this, it is very extensive and covers a circle of various moral relations in which moral qualities are distinctly shown.

Knowledge of moral standards, it is also a prerequisite of moral behavior, but one knowledge is not enough. Only real children actions and conduct, their incentive motives can be criterion of moral education. Desire, readiness and ability to consciously respect moral standards can be cultivated only in the course of long practice of the child, only practicing in moral acts.

2.2. Ways of solutions of ethical problems.

The word of the teacher, it is some kind of instrument of impact on education of the identity of the child. Through conversations with the teacher, spiritual development of the child, self-education, joy of achievement of the objectives, noble work – all these open an eye for the person himself. If the child does not worry through it, then original human keenness of perception will be alien to him.

Moral education of the identity of the child – one of the most important tasks of school. And it is natural because the role of the moral beginnings more and more increases in life of our society, the coverage of a moral factor extends. In the course of moral education the school forms at the younger pupil the sense of patriotism, associations, the active attitude towards reality, deep respect for people of labor. The problem of moral education consists that the teachers have turned socially necessary requirements of society into internal incentives of the identity of each child, such as honor and conscience.

The education core, determining moral development is forming of the humanistic relations and mutual relations of children. Irrespective of content, methods and forms of educational work and the corresponding specific purposes, the task of the organization of the moral relations of children always shall face the teacher. Own moral experience creates conditions for effective assimilation of experience of other people which is passed on to children in the course of moral education. Accumulating own moral experience, the child can be mistaken, do something wrong. The teacher shall help him to realize and endure an inaccuracy, immorality of his act; certainly, it is necessary to help him not only to correct behavior, but also to affect an orientation of the motives, which caused this or that action. Moral education of the younger pupils happens mainly and first of all during studying process. Actually a lesson is the place of various collective actions and experiences, accumulating of experience of moral relations. At lessons children are accustomed to independent work, for which successful implementation, it is necessary to correlate the efforts to efforts of others, to learn to listen and understand the companions, to compare the knowledge with knowledge of the

others, to defend opinion, to help and accept the help. At lessons children can experience together acute sense of joy from the process of receipt of new knowledge, chagrin of failures, mistakes. In the educational relation all objects which are studied at school are equally important. Already in the first class the teacher gradually enters concepts about goodwill and justice, about a partnership and friendship, about collectivism and the personal liability for common cause. Needless to say, that work on education of these qualities at children is carried out in a complex, during the whole years of studying at elementary school. With younger pupils it is necessary to have systematic talks on ethical subjects.

Ethical conversations promote acquisition by younger generation of moral knowledge, development at pupils of ethical representations and concepts, to education of interest in moral problems, aspiration to estimative moral activities. The main purpose of an ethical conversation is to help pupils to understand difficult questions of morals, to create a firm moral position at children, to help each pupil to realize the personal moral experience of behavior, to impart to pupils ability to develop moral views. In the course of the ethical conversations it is necessary that children actively participated in discussion on moral problems, made some certain conclusions, learned to defend personal opinion, to convince the companions. The ethical conversation is under construction on the analysis and discussion of concrete facts and events of everyday life of children, on examples from fiction, periodicals, and movies. Result of a conversation is the bright, convincing word of the teacher who draws a conclusion on the discussed question, makes practical recommendations to children. In ethical conversations the leading role belongs to the teacher, and he shall own the word well.

In moral education of younger pupils, the determining value has a personal example of the teacher, his attitude towards children. Even in trifles, in manners children try to imitate the teacher. If warm-heartedness, responsiveness, care are characteristic of the relations between the teacher and pupils, the relations of pupils among themselves will be same. The teacher should avoid overall assessments of the identity of each pupil. The pupil can be praised or condemned for his action, but it is not necessary to transfer assessment of a specific fact to his personality in general and to say that he is in general good or, on the contrary, in everything bad. Home environment and the relations in a family exert a great influence on moral development of the school pupil. That is why it is important to teach parents to well-breeding of children. Moral development of the child is also required to watch carefully, as well as his progress in reading, in writing and mathematics.

During various age periods there are unequal opportunities for moral education. Moral development of the child takes the leading place in forming of comprehensively developed personality. Working on problems of moral good breeding of younger school pupils, it is necessary to consider their age and psychological features:

1) Tendency to a game. In the conditions of the game relations, the child voluntarily practices, masters standard behavior. In games, more than else where, ability to follow rules is required from the child. Children with special exactness notice violation and uncompromisingly express the condemnation to the violator. If the child doesn't obey to opinion of the majority, then he should listen to many unpleasant words, or perhaps and to bowl off. So the child learns to consider with others, receives lessons of justice, honesty, truthfulness. A game demands ability to work by rules from its participants.

2) Impossibility to be engaged long in monotonous activities. According to psychologists, children of 6-7-year age cannot keep the attention on one any subject more than 7-10 minutes. Further children begin to distract, switch the attention to other objects therefore frequent change of types of activity is necessary during the occupations.

3) Insufficient clearness of moral representations in connection with brief experience.

- And I saw how Sergey sat in the bus, and his grandmother stood near him.

- Sergey isn't able to go in couples: he pushes, steps on legs or go somewhere behind.

- Today he almost brought down from legs the teacher from other class...

- It is true? - the teacher is surprised.

- Yes, but I won't do it any more! - sincerely the boy assures.

Not always knowledge of moral standards and rules of conduct corresponds to real actions of the child. Especially often it happens in situations where there is a discrepancy of ethical standards and personal desires of the child.

4) Unevenness of application of polite communication with adults and peers (in life and houses, at school and on the street). Let's address to the experience of great teachers.

Sukhomlinsky V.A. spoke: "In practical work on moral education our pedagogical collective sees first of all forming of universal regulations of morality" (Sukhomlinsky 1980:161-165).

At younger age when soul is very pliable to emotional impacts, we open universal regulations of morality before children, we teach them to the alphabet of morals:

You live among people. Don't forget that each your action, each your desire affects the people around you. You should know that there is a border between the facts that you want, and between what is possible. Check your actions with a question to yourself: what you do, is it angry, does it create inconveniences to people? Do everything so that to people around you it was good.

You use the benefits created by other people. People do for you happiness of the childhood. Pay them for it in good.

All benefits and pleasures of life are created by work. Without effort it is not possible to live fairly.

Be kind and sensitive to people. Help weak and defenseless people. Help the companion with a trouble. Don't do the harm to people. Respect and esteem mother and the father – they gave you life, they bring up you, and they want that you became the fair citizen, the person with kind heart and pure soul.

Be not indifferent to the evil. Fight against the evil, deception, injustice. Be irreconcilable to the one who aims to live at the expense of other people, those who does the harm to other people, robs society.

Such is the alphabet of moral culture, children seizing it, comprehend essence of the good and evil, honor and disgrace, justice and injustice. The urgent task of education of the active conscious creative person is distinguished from the main tasks which are set by modern society for national education. Joining in educational activities, younger school pupils learn to act purposefully and in case of accomplishment of educational tasks, and in case of determination of methods of the behavior. Their actions start to have conscious nature. Even more often in case of the solution of various intellectual and moral problems pupils make use of the gained experience.

The problem of moral development of the younger school pupil in studying process is interconnected with three factors which are determined by Morozova T.V.. First, having come to school, the child passes from "everyday" assimilation of surrounding reality including the moral regulations existing in society to its scientific and purposeful studying. It occurs at lessons of reading, natural study, etc. The same purposeful training also estimative activities of the teacher in the course of lessons matter, his conversation and out-of-class work.

Secondly, during study school pupils are included in real collective activities where there is also an assimilation of the ethical standards regulating relations of pupils among themselves and relations of pupils with the teacher.

And third factor: in the course of discussion of a provision at modern school, the thesis that studying at school is, first of all, forming of the moral personality. Educational activities have all opportunities allowing developing at pupils moral qualities of the personality in the course of studying of any subject. Forming of morality happens in school at all lessons. And in this respect there are no principal and minor objects. Not only content, methods and the organization of studying the teacher, his personality, knowledge, beliefs brings up, but also that atmosphere which develops at a lesson, style of the relations of the teacher and children, children among themselves. The pupil brings up himself also, turning from an object into an education subject.

For moral education it is important to organize the learning as the collective activity, penetrated by the highly moral relations. Educational activity becomes collective work if the cognitive task is set for children as the general, for its decision collective search is necessary. In initial classes special methodic are needed, that children could realize an educational task both as the general and as belonging personally to them. A peculiar school of moral education is excursions in the nature. They are carried out with pupils of various age groups. Such excursions give the chance to the teacher to cultivate at school pupils feeling of the owner of the Motherland, careful attitude to its property — the nature. Educational process is based in such a way, that situations in which the school pupil is put before need of the independent moral choice are provided in it. Moral situations for pupils of all age shouldn't be presented or to look as studying at all, or controlling, otherwise their educational value can be nullified.

The question of spiritual and moral education of children is one of the key problems facing each parent, society and the state in general. In society there was a negative situation in a question of spiritual and moral education of the younger generation. Characteristic reasons of this situation are lack of accurate positive vital reference points for the younger generation, deterioration in a moral situation in society, recession of cultural and leisure work with children, sharp decrease of physical training.

Rasping and cruel behavior of the child is a symptom of internal trouble to which it is necessary to react as soon as possible. At one of schools, pupils wrote the composition. The teacher was called to the door for a minute, and during this time neighbors in a school desk

managed to quarrel: the boy glanced to the neighbor in a notebook, the girl covered the page with an arm, he called her the malicious person, she knocked him with a notebook. In reply, the boy with such force pushed the neighbor that she fell from a chair and broke an arm. This story could be considered just accident, if teachers and parents even more often did not note the aspiration to solve problems by force in behavior of children. Today, if children fight, they beat very painfully. The conflicts quite often come to an end with injuries, and there is it not only to children from dysfunctional families, but also to those who spend behind viewing of the TV or computer games much time. Somehow on parents meeting at school, we discussed a subject who of our children with whom doesn't want to share one school table and why. Many parents really consider that aggression is present at some children, and because of scenes which they observe in games or when viewing the TV. What to do in such situations? And how to prevent a possibility of that your child aggressive and so cruel?

To those parents who faced with such problem, not easy to understand its dimension. One of the mother recognized that she couldn't understand in any way, where normal boyish pranks come to an end and abnormal begin. In case of communication with the elementary school teacher of the child, she convinced me that by her long experience of work, children at school behave totally differently and not like if their parents would stand close and observe. Also we had parents meeting to which the psychologist was invited. In case of discussion of a subject of children's aggression he advised to take away them in good sports section. It is important that the trainer oriented not to beat the records at any cost, and to development of human qualities by means of sport. Only in this case sports activities and the purchased skills will be to the child for the good and he won't begin to show force on weaker persons.

Parents need to worry only in that case when it gives pleasure to child to do the harm to another. Really angry it is possible to call only the one who is constantly aggressive to cruelty. For him such method of behavior is the main tactics: he is tightened in a funnel. If the child fights only from time to time and at the same time he is considered with the authority of seniors, and is ready to perceive their explanations and prohibitions, then his behavior is quite normal.

It is absolutely clear that punishment not to solve a problem of aggressive behavior for the reason that the identity of the person is only creating. And at the same time the personality passes all indispensable stages of development including a stage of aggression which can take very cruel forms.

It is important to send energy of children's aggression to other, constructive course. The family and school shall work in it jointly – so that adults realized and used the authority, establishing reasonable prohibitions, and children perceived this authority as legal and necessary force, transforming the aggression to more acceptable feelings.

In moral education of pupils initial classes forming of the humane relations between children is very urgent. In this plan at school with children many various events are held: conversations on ethical subjects, reading fiction, discussion of positive and negative acts of children.

Educational process is planned and based in interrelation of the spiritual direction, and out-of-class activity is logical continuation of the work begun at a lesson. The leading direction is spiritual education, and when developing plans, contents of educational work, the age of pupils is considered; the sequence in development of the identity of the child is traced. Patriotic education is a part of spiritual education. Class hours, celebrations, literary soirees, "Days of spirituality and culture" assume meetings with interesting people. The huge role in moral formation of the identity of the younger school pupils belongs to the teacher, his methodical skill. The technique of work with fairy tales in initial classes is caused by qualitative heterogeneity of this genre. The teacher when reading fairy tales needs to rely on specifics of a fantastic genre and by that to be able to allocate when reading and telling episodes, similar on ideological contents, with the same hero and to define their emotional character for development in children of ability to empathy, emotional and figurative memory. Elementary school needs to make still a lot to cultivate in children moral sense, to bring them to original spirituality. The teacher, to develop moral consciousness of school pupils, helps them to comprehend both their own experience, and experience of others (an example of companions, parents and adults, examples from fiction).

Moral education is a forming at pupils of a capability to see the person in the world around, to consider him as the highest value, to empathize the person, to help the benefit of the person and mankind through production of material and cultural wealth.

As content of moral education through the relations such qualities of the personality act as:

- Attitude to the Motherland, other countries and people: love and commitment to the Motherland; intolerance to national and racial hostility; goodwill to all countries and the people; culture of the international relations;

- Attitude to labor: honest work for the general and personal welfare; respect for discipline of work;
- Attitudes towards public property and material values: care of preserving and multiplication of public property; economy; conservation;
- Attitudes towards people: collectivism, democratism, mutual assistance, humanity; mutual respect; care of a family;
- Attitude towards himself: high consciousness of a civic duty; honesty and truthfulness; simplicity and modesty in public and private life; intolerance to disorderly conduct and disciplines; adherence to principles.

Knowledge of school pupils of ethical standards gained at lessons, own vital observations quite often happens to be separated and incomplete, therefore the special work connected with generalization of the gained knowledge is required. The teacher uses different forms of work: verbal (story of the teacher, ethical conversation); practical (campaigns, excursions, sports contests, etc.); vivid (school museums, exhibitions of different genres, thematic boards, etc.).

At a lesson constantly there are certain business and moral relations between pupils. Joint operation of school pupils gives rise between them to the relations which are characterized by many features, which are peculiar to the relations in any collective work. The relation of each participant to the case as to general, ability to work in coordination together with others for achievement of a common goal, mutual support and at the same time insistence to each other, ability to treat critically itself, to regard the personal success or failure from the position of structure of educational activities.

Educational process is based in such a way that situations in which the school pupil is put before need of the independent moral choice are provided in it. In the course of moral education pupils shall not only understand ethical standards, but they shall have rules of a moral conduct and should be created;

- abilities to spiritual development, realization of creative potential in educational and game form; subject and productive, socially oriented activities on the basis of moral stance and moral standards; life-long education, self-education and universal spiritual and moral competence — "to become better";
- bases of moral consciousness of the personality (conscience) – a capability of the younger school pupils to formulate own moral liabilities, to perform moral self-checking, to demand

from itself accomplishment of moral standards, to give a moral assessment to personal and other people's acts;

- moral sense of learning;

- morals bases are the need of the certain behavior caused by the ideas of the good and evil accepted in society, due and inadmissible, strengthening at the pupil of a positive moral self-assessment, self-esteem and vital optimism;

- esthetic requirements, values and feelings;

- capability to express openly and to defend moral a justified position, to show criticality to own intentions, thoughts and acts;

- capabilities to the independent acts and actions made on the basis of the moral choice to accepting liability for their results;

- understanding the value of human life, forming of ability to resist within the opportunities to the actions and influences posing a threat for life, physical and moral health, spiritual safety of the personality.

Moral good breeding, which materializes in socially valuable properties and qualities of the personality is result of moral education, it is shown in the relations, activities, communication.

It is interesting to the child at school if he well understands why he studies. Talk to him about everything that carries away him. Remind that success comes if we love in what we are engaged, we derive a pleasure from it, we see a sense in it. It will help the child to understand the desires, it is better to understand the interests. Don't require much if for you it is not really interesting to read, learn new. Actively show the curiosity to new things, if you study all life. Draw the attention of the child to that knowledge and abilities which will be necessary for him for implementation of a children's dream. For example, my son very well and in details builds and draws. The art school where he entered will help him with development of the talents and can play a crucial role in case of entering a higher education institution. He very much wants to become engineer-architect, and for this purpose it is necessary to know mathematical sciences. When there is a prospect, the child has a strong desire to reach somewhat quicker the dream. The fear disappears, and it becomes more interesting to study.

It is a lot of interesting things children learn from old people; they study the first labor skills and to many use life things at grandfathers and grandmothers, and they help children to learn

the mysteries of the nature. Grandmothers acquaint children with sources of national poetry and teach them to the native language. And, above all — they, these people who lived long difficult life, teach children to kindness. Kindness and love of seniors to children, teach also children to be kind, sympathetic, attentive to other people. Any society is interested in preserving and transfer of the accumulated experience, otherwise not only its development, but also existence is impossible. Preserving this experience in many respects depends on an educational system and education which, in turn, is created taking into account features of world outlook and welfare development of this society.

It is necessary not to be irritated because of failures and to avoid excessive foster care – it would be then possible to formulate the double rule of pedagogic. For example, the child learns to ride a bicycle. When he falls, do we become angry? Of course not. We make sure him and we encourage. And then we run nearby, supporting the bicycle, - and so until he manages himself. It is worth to do the same concerning school affairs of our children: to explain what is unclear, to tell about what is interesting. To do together some fascinating or difficult things for them. And, having felt oncoming activity of the child, to weaken gradually own, - so we will release to him space for independent development.

The child constantly develops. This process can happen very actively, and can fade when the child as if gains strength for the following breakthrough. Therefore you shouldn't hurry or insist. Once you, on the contrary, listen to the child, to observe, helping him to rely on his positive sides and to support when weaknesses are shown. Accustom the child to analyze the failure reasons – so you teach him to understand clearly what led to a mistake. Discuss the new ideas with the child, together look for literature, information on the Internet. Such business experience of communication with parents, new skills will help the child to become more self-assured, to try, to be mistaken and most to look for new decisions. It is important thus to teach the child to derive benefit from mistakes. Parents shall notice achievements, emphasize strengths, but not mistakes, not to reproach. Within our powers to make easier a school stress of the child, remaining exacting on case.

2.3. Formation of moral values.

One of the most important tasks of education is development by children of the cultural values, which is saved up by mankind now. Level of morality of the person affects his

behavior, which is controlled by its internal motives, own views and beliefs. Development of such views, beliefs and habits constitutes essence of moral education.

Durability, stability of moral quality depends on how it was created, what mechanism was the basis for pedagogical impact. Let's consider the mechanism of moral formation of the personality.

It is important for forming of any moral quality that it passed consciously. Therefore knowledge on the basis of which the child will have ideas of essence of moral quality, of its need and of benefits of mastering by it, is necessary.

The child shall have a desire to seize moral quality, i.e. it is important that there were motives for acquisition of the corresponding moral quality.

Emergence of motive involves the attitude towards quality which, in turn, creates social feelings. Feelings give to forming process personally significant coloring and therefore influence durability of the developing quality.

But knowledge and feelings generates the need for their practical implementation - in acts, behavior. Acts and behavior undertake function of the feedback allowing checking and confirming durability of the created quality.

Thus, the mechanism of moral education appears:

(knowledge and perceptions) + (motives) + (feelings and relations) + (skills and habits) + (acts and behavior) = moral quality.

This mechanism has objective nature. It is shown always, when forming any (moral or immoral) qualities of the personality.

The main feature of the mechanism of moral education consists in lack of the principle of interchangeability. It means that each component of the mechanism is important and cannot be neither is excluded, nor replaced by another. What, for example, will occur if we decide to create kindness as moral quality of the personality and we will begin to bring up at the child, only ideas of what is kindness? Or we won't cause the positive attitude towards this quality and desire to seize it, to become kind? Or we won't create a condition for kindness manifestation?

At the same time operation of the mechanism has flexible character: the sequence of components can change depending on feature of quality (from its complexity, etc.) and from

age of an object of education. It is clear, what to rely on understanding, awareness of importance of forming of this or that quality of the personality at the child of younger preschool age is impossible. But whether it means that it is not time to bring him yet up morally? Of course, no. It is necessary to change the sequence and to begin not with the telling of knowledge, and with forming of emotional base, practice of behavior. It will form a favorable basis for the subsequent assimilation of knowledge.

Tasks of forming of its mechanism enter into the first group of tasks of moral education: representations, moral senses, moral habits and regulations, practice of behavior. Each component has the features of forming, but it is necessary to remember that it is the single mechanism and therefore when forming one component influence on other components is surely supposed.

Education has historical character, and its content changes depending on a number of circumstances and conditions: requests of society, economic factors, level of development of science, age opportunities of children. Therefore, at each stage of the development society solves different problems of education of younger generation, i.e. it has different moral ideals of the person.

Today business qualities, enterprise, etc. became significant. And every time the ideal created by society was extrapolated to the preschool childhood as the phrase "Everything begins with the childhood" not only journalistic, publicistic, it makes both a deep scientific meaning and reasons.

So, the second group of tasks of moral education reflects requirements of society for the people having specific, today demanding qualities.

If the first group of tasks has fixed, unchangeable character, then the second - is mobile. Both the historical stage and features of age of an object of education, and specific conditions of life exerts impact on its content.

Children's relations are regulated by moral rules and regulations. Knowledge of rules of conduct and relations facilitates to the child process of entry into the world of similar persons, to the world of people. Rules serve as certain support and reference points in human relations. Contents of rules and regulations are changeable. It depends on an era, on classes, on the country, at last, on the residence of people, on their age. But nevertheless rules exist always, because without them interaction and mutual understanding are impossible.

During a research I communicated to elementary school teachers of Kirkenes. The education system, its principles and priorities, in my opinion, are continuation of national mentality and social values in the state. I like the Norwegian approach to training of children: his not authoritativeness, intelligence of knowledge acquisition, individual approach, equality.

Teaching is oriented to individual development of capabilities and skills of pupils. What does it mean? It means that the child is valuable in itself and develops as it is determined by the nature, but not the curriculum. Here won't compare its progress to other children, to laugh at him, and will try to make so that the pupil gained necessary knowledge at speed, comfortable for him, and a situation. Therefore each pupil has the personal plan of home and school work for week, which he constitutes together with the teacher.

School education in Norway is suitable not for every Russian person: for example for those, those who got used to commensurate success and the importance in figures, in marks. In Norway, up to the 7th class a mark is not given to children at all. Just imagine, if in Russia pupils' marks will be cancelled! There are situations in Russian schools, when the teacher with the educational purposes says: "You got unsatisfactory, Sidorov, and tomorrow without parents don't come to school! Where is your diary? And you didn't leave the head at home?!" Or how to brag to parents, that they have a daughter, for example, "straight A level pupil"? In general, our many parents will become puzzled: how now to bring up, what to praise for, if there is no diary with the marks?

In Norway it is paid many attention to consciousness of study, intelligence of what I have learned? (but not what assessment received).

Instead of estimates at the Norwegian schools there are other concepts: "team work", "discussion", "decision making". From the first days of stay in school, teachers make children sure in the thought that the identity of each person develops only in interaction with other persons. Therefore study is organized so that children learned to estimate consequences of these or those decisions jointly.

Such principles of education, in my opinion, create very important qualities for further human life in society.

One of tasks of the Norwegian school - to create optimistic assessment of own capabilities at children.

Here the story of the person living in Norway 10 years:

"Education is, to say to put it mildly, not pressured. Basic principle: it is impossible to deprive the child of the childhood. To the 7th class the child is not given any marks and do not set homework - the child has a childhood, and it is impossible to take away it from the child.

And even then, when the child goes to high school and the teacher begin to estimate his knowledge, it is impossible even in a bad dream to provide a situation when the school teacher shouts at the pupil that he is the stupid person and on the phrase: "that tomorrow parents were at school!!!"

Here it is completely excluded. The principles of positive education continue to work also at school. If the child does everything well, the teacher can write to his notebooks: "Excellent! Perfectly!" And if the pupil doesn't get on well at a subject, then the teacher can write approximately so: "Well, but you should work a little more". In lips of the Norwegian teacher this is the most terrible curse.

Of course, there are its own problems existing, but I sincerely like such approach to studying, because if the person naturally cannot, then no sense to shout or give failing grade - thirst to knowledge and talents won't increase, but neuroses, psychoses and other mental injury are provided."

Of course, mechanical transfer of the Norwegian system to Russia is impossible: our social values do not allow: we have no equality in society and the happening processes are based on authoritativeness - both in society, and at school.

Many Russian parents don't agree, or even criticize the Norwegian education system for its "easyness", and praise overloaded Russian school system – they say that "excess knowledge doesn't happen"... I thought the same during my school study, but actually in what I really liked to be engaged, there was not enough time, because of task overloading.

The amount of knowledge and abilities doesn't make the person happy. And if to remember how many things children dismiss, right after passing the examination, and will graduate from school, higher education institution and so forth, then it is difficult to estimate the real amount of knowledge which remained in the head.

In Norwegian school the subject 'Study of local lore' is considered one of forms of education of the spiritual and moral personality. Coming to the first class, pupils receive all necessary books, albums, pencils, handles and various consumable materials for study absolutely free of

charge. In initial classes instead of a school uniform special raincoat with gloves, because some part of studying is provided on the street, irrespective of a current weather.

Thus, we see that schools in Norway almost completely differ from the Russian. Though training also takes place on state standards and plans, the emphasis first of all is put on individual development of the child.

Studying in Norway first of all is aimed at the development of personal qualities of each child, at minimizing stressful situations, and also is directed for that the child was engaged really in things that is pleasant to him. And nobody in voluntary-forced order “will hammer” knowledge into the heads of children, who want to play pranks and run, but if parents really need the help – they surely will find it. One slogan is taken as a basis of all studying: "The child should not lose the childhood" and education system in Norway in every possible way promotes it.

Feedbacks about schools of Norway can be met the most different. Someone considers what an education system quite weak and it needs to be overworked categorically, someone says that such system shall work worldwide.

Dmitry, 41: "All studying is constructed on the principle of positive education. The positive moments even learnt to look for the child, in case of failures. When estimation of knowledge begins, inadmissibly even mentally to imagine, that the teacher will raise the voice as it is accepted at many Russians schools."

Elena, 35:" The education system though is based on that the child was engaged in by what it will be interesting to him, but in comparison with the Russian is very weak. Some time ago I lived in Germany, where studying is provided by the similar principles, but as a result, I stayed dissatisfied."

Evgenia, 36 years:" If to compare studying at schools of Russia and Norway, then in Russia most of children leave school, though with huge knowledge base, but with inability to put them into practice. In Norway children from small age accustomed to work in team, solving complex problems and analyzing their own mistakes and other participants also."

Of course, as I mentioned above, it is impossible to adopt completely the same studying system in the Russian schools, but in case of close cooperation and discussing questions of education of our younger generation in a border-zone, we can find a common ground and

exchange experience, implement programs for interaction and adopt that good that yields real results in full development.

Discussing work on teaching the main objects at the Russian school of a border-zone, teachers recognize that pupils of elementary school know very little about the small homeland, the native land, are not familiar sufficiently with its past and the present. But even the available small amount of material has abstract character. Non-concreteness results in complexity of perception and understanding of this material. To increase cognitive interest to history of the native place, its past, present and future, to the nature of the native land, teachers of school addressed the analysis of this problem and search of ways of its decision. For what it is necessary to study the native land? What to study? How to teach local history material? Not less important stage of educational work on study of local lore is purposeful out-of-class and out-of-school. Communication with social environment is of great importance (by parents, by city institutions, which are capable to help with development of social, cultural, the native land and a border-zone). Such organization of local history work promotes understanding of the place in the world around ("Me is my city"), or "I am an inhabitant of a border-zone".

For what the native at elementary school is studied? Let's analyze it in more detail. At elementary school the foundation of cognitive interest to studying of the city as surrounding microclimate for the child is laid, conditions for forming of moral senses are created. The child at the level, available to it, realizes importance and value personally for himself the surrounding microclimate; in a habitual environment it opens the new sides, learns to interact competently with it, etc. The study of local lore assumes complex studying of the native land. The wide field of activities represents studying of the subject "natural study". Here, it is necessary to systematize and expand ideas of pupils of the native land, an environment and resources, of features of interaction of the person and the nature. The main directions are the geological structure, climatic conditions, a plant and animal life. Understanding that only on the basis of knowledge it is possible to convince pupils, that it is necessary to treat the nature carefully, the teacher chooses various forms and methods of acquaintance: excursions, conversations, creative works, meetings with people of different professions, etc.

Within academic year the teacher observes how children behave during common causes, any events in a class, on breaks and after lessons. Observations showed that children have friendly relations; they are able to agree quickly, seldom quarrel, and though argue on business

matters. The general order is carried out amicably, see who needs the help, and actively help each other.

It is very important to cultivate kindness, generosity of soul, self-confidence, ability to enjoy the world around in children. It will prepare children for the introduction in "adult" life, with its regulations and requirements, it will impart them optimistic perception of life, will make them being collectivists aiming to make our world is even better.

Quality education is, first of all, formation of the person, finding himself by the person, finding of the image, unique identity, spirituality, the creative beginning. To form the person qualitatively – means to help him to live in peace with people, God, the nature, culture, a civilization.

The problem of moral education was researched by philosophers, and psychologists, and teachers. But also now it is urgent. On the basis of results of a research the conclusion is drawn that efficiency of moral education of school students is possible during creation of pedagogical conditions: motivational, substantial, operational.

The pedagogical sense of work on moral formation of the identity of the younger school student consists in helping him to move ahead from elementary skills of behavior to higher level where independence of decision making and the moral choice is required. Success of this type of activity in forming of moral qualities of the school pupil depends on literacy of the teacher, a variety of the methods applied by him and an emotional response of children. Except pedagogical impact, many factors exert impact on forming of moral qualities of the personality: the social environment, different types of activities, at the same time each age makes the contribution to forming of moral consciousness of the personality; the social situation which developed in this or that country leaves a mark on forming of the personality.

Also success of moral education of school pupils is in many respects determined by work which will be will organized and carried out by the teacher. The word of the teacher is the most important instrument of moral education of school pupils. It gives a moral assessment to acts, sorting behavior of real people and characters of the literature stories studied according to the school program. Moral education of school pupils is answered not only content of a subject, but also methods by means of which studying occurs, the atmosphere reigning in a class and the identity of the teacher. Moral education of school pupils in collective is most effective when each pupil takes the place, the most adequate to his opportunities, becoming at the same time the irreplaceable personality. It helps to develop to self-respect and to create an

adequate self-assessment. Such moral education of school pupils without special external motivation forces the child to meet the moral expectations accepted in society.

Thus, the moral education of younger school pupils which is carried out at school, provides formation of love to the Motherland, careful attitude to the nature, the creative relation to work; and the collectivism, healthy individualism, the attentive attitude towards the person, insistence to themselves, high moral senses of patriotism, a combination of public and personal interests is a result of it.

2.4. Principles of labor education at elementary school.

The pedagogical science paid and continues to pay considerable attention to problems of labor preparation of younger generation, labor nurturing of younger pupils, training of the elementary school teacher for pedagogical activities in the field of labor education.

The labor activity is one of important factors of education of the personality. Joining in labor process, the child radically changes the idea of himself and of the world around. Radically the self-assessment changes. It changes under the influence of achievements in a labor activity that in turn changes authority of the school pupil in class.

In labor training of younger generation, labor skills of younger school pupils are important. In a labor activity new types of thinking are created. Owing to a work collectivity the school pupil receives skills of work, communication, a cooperation that improves adaptation of the child in society.

Labor at school including informative, shall represent the purposeful, intelligent, various activities, having the personal and social focus, considering age psycho physiological features of pupils. Bringing up in labor and for labor, the school shall awaken spirit of a collectivism, desire to live and work in collective, to learn to create fine things, to build life under laws of beauty, to bring up the new person.

Labor education is a process of involvement of children in various pedagogically organized types of socially useful work for the purpose of transfer of a minimum of know-how, labor skills to them, development in them of creative practical thinking, diligence.

Human labor creates all material and spiritual benefits; in the course of work the person is enhanced, his personality is created. Therefore the purpose of school labor education goes for education of psychological and practical readiness of school pupils for work.

Change of an economic, ecological and social country situation, adoption of many important laws cardinally changes a sense and an orientation of labor education of school students, brings new approaches and forms to life.

At the heart of new technologies of labor education — the principle of variability of programs, methods and organizational forms of education. Programs of labor education have standard nature. In them the state minimum of requirements to results of education, education and training on which activities of pupil, teacher and school are estimated, is pledged.

Knowledge acquired in the course of labor education, skills are not end in itself and not an end product of pedagogical activities, but means for development of the main human capability — capabilities to work.

Inclusion of children in work needs to be performed taking into account physiology of children of younger school age, features of their organism and mentality, their interests and capabilities.

Joining in work, pupils enter the relations with objects, means, and results of work, work, and interpersonal relations with participants of work. On the base of relations evolving in work, personal qualities are created.

Forming of the relations to an object of the labor deepens ecological, moral education of pupils, creates conditions for development of esthetic culture of the personality. Thus, it promotes harmonious development of the personality, whose activities differ in a creative and constructive labor. The relations to a labor instrument result from use of technology, the equipment, instruments of labor for handling of an object of the labor, for the purpose of creation of a product. On the basis of the arising relations to a labor instrument at younger pupils careful attitude to tools, personal belongings, school property, public property is created. These relations are shown in accuracy, discipline, attentiveness. Processing of an object of the labor by means of labor instruments comes to the end with material result, which substantial value is determined by its feasibility, usability and beauty. Forming of the attitude towards result of work has special value for development in younger school students of

accuracy, discipline, responsibility for the charged case, careful attitude to results of human labor.

As a result of the arising relations of younger school pupils to the process of work, the concept about work as the unique source of a welfare of society and a condition of development and formation of the personality is created. The relation of pupils to process of work is of great importance for forming at them such personal qualities as patience, diligence, attentiveness, justice, conscientiousness, organization, commitment, diligence, discipline, self-criticism. The attitude towards itself arising in work as to the subject of a labor activity develops self-confidence, responsibility at younger school pupils. Labor gives the chance to check and receive objective reflection of the opportunities existing at pupils, to realize the importance of process of self-education in forming of personal qualities. The labor activity provides self-education and self-development of forces and capabilities of pupils, creates their consciousness and conscientiousness, acting at the same time as the most important factor of formation "I" in the identity of the child.

In a labor activity it is possible to allocate a number of impacts: persons on the personality; persons on collective; collective on the personality; collective on collective. The interpersonal relations arising in a labor activity of pupils of initial classes, promote implementation of process of socialization of the personality. In a collective labor activity school pupils have a need to approve the purposes with the collective purposes, the efforts to connect with efforts of other participants of joint work. There is a dependence between private interests and public, as a result of it, the public purposes of activities and an orientation of the personality, collective management of activities and self-government of behavior, the organization of a collective labor activity and self-organization, content of a labor activity and personal labor experience, formation of collective and education of the personality in it. [1, page 32].

Organizational forms of labor education and training are chosen by the teacher. That work turned into favorite matter, the child should experience success and joy of work. Therefore it is reasonable to build training at the highest, available level of difficulty; learning joy of deserved labor success, the young person purchases self-respect, pride of the work.

Creative activity of school pupils is increased by reviews, exhibitions, competitions on production of the best model, the device, the visual aid.

To give to pupil labor skills and abilities – it does not mean yet to prepare them for life, for work. The system of labor education shall use all forms and methods, which provide

conscious, purposeful accomplishment of socially useful work, discipline and organization, responsibility for a personal deposit of collective in development of public wealth, development of the relations of a partnership and mutual assistance.

Forms of labor education are:

- 1) means of a moral and financial incentive;
- 2) representation of ample opportunities for increase in the capabilities;
- 3) training of the younger generation for work by methods of family education and in educational institutions;

In a labor activity of pupils practical display and training in their methods and working methods, observance of safety regulations is very important. The management of process of work and assistance to pupils in development of rational methods of its accomplishment is of great importance.

Stimulation of pupils is of great importance for forming of a conscientious attitude to work.

The significant role in forming of the positive relation of pupils to work is played by public recognition. It lightens the mood of pupils, reveals at them a conscientious attitude to need to work on general advantage.

General method of forming of necessary qualities of the personality is exercise. To this group concerns: the exercise, schooling, the pedagogical requirement, public opinion, the order, bringing up situations.

In system of elementary training the labor activity is one of important factors of development of the child: moral, intellectual, physical, esthetic.

The purpose of subject "Labor training" in initial classes is a development of the creative, active person showing interest in technical and creative art, and desire to work.

The program of labor training at elementary school provided acquaintance of pupils to different types of work, namely:

- agricultural work;
- household work;
- bases of art handling of various materials;

- self-service work;
- technical work and technical modeling.

First years of studying at school, pupils mostly involved in process of making application, this work of initial classes with natural materials has a great impact on development of the younger pupils.

Application is a method of creation of ornaments or art images by imposing on paper, fabric, etc. of various materials. It is very ancient type of activity. Application can be executed from a grass, leaves, poplar down, seeds, fruits, etc.

The concept "application" includes methods of creation of works of art from various materials, united by similarity of the technology of accomplishment. Each material has the features which exert the determining impact on technology of accomplishment of application. For example, paper, straw, the dried plants, birch bark, are attached to a background by various glues; poplar down is imposed on velvet paper.

Application is the easiest and available way of creation of artworks in case of which the realistic basis of the image remains. It gives the chance to widely use application not only in the design purposes, but also in creation of pictures, panel, ornaments, etc.

The main signs of application are the silhouette layout, the plane generalized interpretation of an image, locality of big color spots.

Application can be subject, consisting of separate images; subject, displaying set of actions, events; decorative, including ornaments, patterns with which it is possible to decorate various objects.

What the natural materials are? In the world there is a huge amount of materials which it is accepted to call "natural". From its name, it is clear that natural materials are all that the nature plentifully presents to us. These are objects, which we sometimes do not even notice, and all that can easily be found if you will come for walk: branches, boughs, flowers, leaves, cones, straw, acorns, needles, grass, etc.

Production of toys and other hand-made articles from natural material is interesting case, but at the same time is a work. Almost jewelry, laborious, though fascinating and very pleasant, especially by the result, work using the plant natural material is of great importance for all-

round development of the younger school pupil. The meeting with the nature steadily expands ideas of children of the world around, teaches them to peer into various phenomena attentively. When from walk children bring acorns, cones, branches, and from an excursion flowers, needles, studying of these treasures begins. Children looking long time on collected material, touch it, feel and survey. And it in turn, promotes storing in the memory of the form, colors, and other properties of each material type. For example, children learn that nuts can be round or oblong in a form, brown or light yellow on a coloring, hilly or rough their surface, learns that acorns are oval, brilliant, yellowish-brown; needles – prickly and fragile. About all this, it is possible to learn, having looked at pictures in the book, but most to get similar knowledge far more interestingly.

Application works can be made of natural materials from:

- 1) Straw – it is unusually attractive: they cast the color of gold, nacre and they perfectly fit into interiors of modern rooms. Pupils easily cope with subject application from straw.
- 2) The dried leaves, flowers - these are very original compositions from acacia pods, from straws, grain, branches of flowers. Fascinatingly, interestingly also communication with the nature, it is useful. It develops creativity, thinking, observation, diligence, art taste. Occupations with plants promote education of love to the native nature, the careful relation to it.
- 3) Applications can be made of seeds, stones, different nuts, poplar down, a shell, cockleshells, a pebble, etc.

Manual training in initial classes is intended to enter younger school pupils into the world of a creative labor activity of the person, to acquaint children with laws, regularities of human productive activity in its interrelations with the nature and society.

Role of lessons of labor training in esthetic education of children

Important condition for implementation of esthetic education at lessons of labor training is communication with some other subjects of elementary school. For example, fine arts - theme, plot, composition, color, design elements; development of sense of beauty, etc.; music - rhythm, tempo, emotional spirit, positive energy, creation of an artistic image, etc. Thus, performing system of esthetic education at lessons of labor training, it is necessary to use intersubject connections widely.

First of all, it is necessary to consider age features of pupils of elementary classes: quick fatigue, loss of interest in case of failure and respectively decrease in attention. Therefore, choosing a plan for making thing, it is desirable to plan work amount on one lesson, but if it is required more time, children shall know in advance what part of work will remain for the second lesson. The difficult operations requiring considerable mental work of tension and muscular dexterity shall be realized by children as necessary.

At a lesson there shall be specially organized part, aimed at providing unconditional understanding of an essence and order of accomplishment of practical work, and the independent activities of the child properly equipped on transformations of material to a product. And on a theoretical part of a lesson three times less time, than shall be allowed for practical actions.

Theoretical work shall be organized in a dynamic, cheerful, fascinating form. Whenever possible in first or second classes, it should be brought game elements to the process. And independent practical actions shall be conducted slowly, in strictly individual rhythm providing forming of labor abilities up to standard.

It is necessary to rely on the life experience of the child gained in preschool institutions, as well as in house conditions surely.

At each grade level it is necessary to set skills of the standard of work:

- it is correct to organize a workplace after the analysis of a product, work and scheduling of their accomplishment: to pick up materials, to choose tools, to arrange so that it was convenient to use them, - you work the right hand, put on the right side; you work the left hand put at the left;
- to observe an order on a workplace in the course of the whole lesson; to perform labor operations qualitatively: accurately (clean and beautiful), to bring the begun matter to completion;
- to economically spend materials, it is rational to use tools, devices, time, forces;
- to strictly carry out rules of safe work as tools and devices;
- to constantly control correctness of task performance;
- to find mistakes and whenever possible to correct them.

Production of things needs to plan at various level of difficulty: on a sample, the drawing, the elementary drawing. At first it is necessary to train task performance precisely on a sample, the drawing; such tasks promote development of any attention, observation, memory. Then it is recommended to induce children to make changes to color, a form, the size of details, their quantity, as well as a design. It increases independence of thinking, exerts impact on development of the imagination, creativity. At the same time it is necessary to strengthen attention and to quality of task performance: marking accuracy, accuracy in case of procurement and assembly, esthetics of result of whole product.

Designing on a thematic task promotes development the imagination. For design capabilities and creativity, tasks on a condition have a great value – the child shall find independently solutions of technical and art tasks, answering to the set condition that he influences development of ingenuity and smart performance. Designing as envisioned, the child himself sets the tasks and finds their correct solutions. Such tasks give the chance to development of design capabilities, technical and art creativity. Possibilities of esthetic education at lessons of labor training are very wide and are versatile.

Approval of adults is especially important when the pupil feels internal satisfaction from consciousness, that he achieved success in accomplishment of a labor task.

Thus, in a feasible labor activity of younger school pupils essential opportunities of moral, ecological, esthetic education and physical development are pledged.

Labor is the main educator. Work in the course of education acts and as the leading factor of development of the personality, and as method of creative development of the world. Thus, the researched material allowed to draw a conclusion, that labor of younger school pupils shall correctly, is pedagogically reasonably organized.

In the course of labor education pupils learn surrounding reality, systematizing and setting knowledge, the pupil fixes the world outlook. Pupil becomes more diligent in study, begins to be interested in the equipment, production. All this turns work into an active incentive for receipt of new knowledge. Teachers try to bring up the moral relation to labor in pupils, to attract interest in labor, to achieve rendering usefulness of the work by them for society.

2.5. Personal development of younger school generation.

At younger school age those main human characteristics of informative processes (perception, attention, memory, imagination, thinking and the speech), the need of which is connected with attending school are fixed and develop further. From "natural", according to Vygotsky L.S., these processes by the end of younger school age shall become "cultural", i.e. turn into the highest mental functions connected with the speech, spontaneous and mediate (Nemov 1995:12). It is promoted by core activities which the most part the child of this age is busy in school and at home: learning, communication, playing and labor.

In general memory of children of younger school age is rather good, and it first of all concerns mechanical memory, which for the first three-four years of the learning at school progresses quickly enough. A mediate, logical memory in its development is a little behind, because in the most cases the child, being busy with the learning, labor, playing and communication, quite manages with the mechanical memory.

The younger school age comprises the considerable potential of intellectual development of children, but precisely it is not possible to determine it meanwhile. Various solutions of this question proposed by scientists-teachers and experts teachers, and are almost always connected with experience of application of certain training methods and diagnostics of opportunities of the child, and it is impossible to tell in advance, if the child being able to acquire more difficult program if to use perfect tutorials and methods of diagnostics of learning ability. Those data which are provided further should not be considered as standard. They specify rather what the normal child in case of not the best methods and tutorials can achieve, in case of the current training programs not always considering possibilities of children.

For the first three-four years of the learning at school progress in intellectual development of children happens quite noticeable. The beginning of this age is connected with domination of preoperational thinking, and the end of this age with prevalence of operational thinking in concepts. At the same age the general and special capabilities of children allowing judging their endowments rather well reveal.

Complex development of children's intelligence at younger school age goes in several various directions: assimilation and active use of the speech as means of thinking; connection and the mutually enriching influence at each other all types of thinking: visual active thinking, eye-mindedness and verbal reasoning; allocation, isolation and rather independent development in

intellectual process of two phases: preparatory and executive. On a preparatory phase of the solution of a task the analysis of its conditions is performed and the plan is developed, and on an executive phase this plan is implemented practically. The received result then corresponds to conditions and a problem. It is should be told that it is necessary to add ability to argue logically and to use concepts.

The first of the called directions is connected with forming of the speech at children, with its active use in case of the solution of various tasks. Development in this direction goes successfully if the child is trained by leading reasoning aloud, with the words to reproduce the train of thought and to pronounce the received result. The second direction in development successfully is implemented if children are given the tasks, requiring for the decision at the same time and the developed practical actions and abilities, to operate images.

It is established that first graders can understand and accept the task set for them, but its practical accomplishment is possible for them only with a support on an evident sample. Pupils of the third classes already are able to constitute the work plan over a task and to follow it, without relying on the sample provided visually.

With entering of the child to school the leading role together with communication and a game, educational activity comes. In development of children of younger school age of these activities the special role belongs. Educational activities as independent, develop at this particular time and determine in many respects (if not to tell mainly) intellectual development of children from 6-7 to 10-11 years. Exactly in educational activities of the child of younger school age there are main psychological new growths peculiar to it.

Each of activity has the features at younger school age. The learning only begins and therefore it is necessary to speak about it as about the developing type of activity. It should be enhanced within long years of life if the person to continue study all this time. However if development of educational activities goes spontaneously, then it takes a long time. In case of the thought-through and reasonable forming of educational activities, it is possible to achieve that later to the senior classes of school the child completely seizes psychological bases of the learning. The main loading is coming to younger school age, where the main components of these activities are formed: educational actions, control and self-control.

Entering of the child to school marks not only the beginning of transition of informative processes to the new level of development, but also emergence of new conditions for personal human growth. Psychologists noted more than once, that during this period of time the

leading role for the child becomes educational activities. It is right, but requires two amendments in relation to activities development. The first of them concerns that not only educational, but also other types of activity, in which included the child of this age and a game, communication and labor influence his personal development. The second is connected with the fact that in the learning and other types of activity there are at present many business qualities of the child which will distinctly be shown already at teenage age. It, first of all a complex of special personalities on which the motivation of achievement of progress depends.

Prerequisites to forming of motive of achievement begin to develop at children in preschool years. At younger school age the corresponding motive is fixed, becomes a steady personality trait. However it occurs not directly and approximately to the third or fourth classes. At the beginning of studying other personalities necessary for implementation of this motive are finally arranged.

Feature of children of younger school age which makes related them with preschool children, but making stronger with attending to school even more is the boundless trust to adults, mainly to teachers, also subordination and imitation to them. Children of this age completely recognize authority of the adult, almost unconditionally accept his estimates. Even characterizing itself as the personality, the younger school pupils generally only repeats that the adult speaks about him.

It directly concerns such important personal education which is fixed in this age as a self-assessment. It directly depends on nature of the estimates given by adults to the child and his achievements in different types of activities. Self-assessments of various types already occur at younger school pupils, unlike preschool children: adequate, overestimated and underestimated.

Credibility and openness to external impacts, obedience and sense of duty create good conditions for education of the child as person, but demand from adults and teachers heavy responsibility, attentive moral control of the actions and judgments. The second important point is conscious statement by many children of the purpose of achievement of progress and the strong-willed regulation of behavior allowing the child to try to obtain it. Conscious control by the child, own actions at younger school age reaches such level when children can already manage behavior on the basis of the made decision, intention, a long-term effective objective. Especially distinctly it acts when children play or do something by the hands. Then, being fond, they for hours can be engaged in interesting and favorite occupation. In these acts

and the facts the tendency to taxonomy of motives of activities is also distinctly looked through: the accepted purpose or the arisen intention manage behavior, without allowing attention of the child to be distracted by secondary engagement.

Important point which internally strengthens motive of achievement of progress, doing it steady, is understanding by the child of the capabilities and opportunities, distinction of that and another and strengthening on this basis of belief in the progress. At younger school age based on already got experience of an educational, game and labor activity there are prerequisites for registration of motivation of achievement of progress. Approximately between six and eleven years the child start to think and understand that the lack of his capabilities can be compensated for the account of increase in ongoing efforts and vice versa. Therefore, the age of the beginning of studying at school, it is possible to consider as the period of origin and fixing of very important personality characteristic of the child which, becoming rather steady, determines his achievements in different types of activities.

On moral forming of the personality many social conditions and biological factors make impact, but pedagogical factors play a crucial role in this process, as most managed, directed to development of a certain sort of the relations.

One of education tasks - it is to organize activities of the child in a correct way. In activities moral qualities are created, and the arising relations can influence change of the purposes and motives of activities that in turn influences assimilation of ethical standards and values of the organizations. Activities of the person act and as criterion of its moral development.

Development of moral consciousness of the child happens through perception and understanding of content of impacts which come also from the parents and teachers surrounding people, through conversion of these impacts in connection with moral experience of the individual, his views and valuable orientations. In consciousness of the child external impact purchases individual value, thus, creates the subjective attitude towards him. With respect thereto, motives of behavior, decision making and the moral choice by the child of own acts are created. The orientation of school education and real acts of children can be inadequate, but the sense of education consists in reaching compliance between requirements of due behavior and internal readiness for it.

Necessary link in the course of moral education is moral instructions, which purpose is to tell the child set of knowledge of the moral principles and regulations of society which he shall acquire. Understanding and experience of the moral principles and regulations is directly

connected with understanding of examples of a moral conduct and promotes forming of moral estimates and acts.

Sources of moral imaginations of children are adults who are doing their well-breading and education, and also peer. Moral experience from adults to children is passed on and acquired in the course of communication, observation and imitation, through system of encouragement and punishments.

Peers serve many important roles in the life of a developing child. From toddlerhood through adolescence, peers serve to meet the child's need for acceptance and belonging. They provide valuable messages regarding the child's socialization, informing the child, through words and actions, which behaviors are acceptable and which are not. Peers serve to provide children a source of support in times of difficulty or stress, they share in times of joy and excitement, and they participate in learning activities providing motivation, competition, and companionship. We cannot ignore the powerful impact of the peer group on a child's healthy growth, development and socialization. Listed below is an outline of 4 functions that a peer group plays for a child.

1. *Getting Along With Others.* In order for a child to successfully get along in group settings, to establish a peer group and to form lasting friendship, the child must have the necessary social skills. This requires the child to be capable in a give and take relationship. The child must learn to consider another person's perspective, use effective communication skills, listen, observe body language, compromise, negotiate, and effectively balance the needs of him/herself and another person. Sometimes, as children learn and develop these skills, they need feedback to monitor and adjust their behavior. Peers can give some of the most effective and clear feedback. Consider a child who has just knocked down a peers block tower, or run over a sand creation in the sandbox. That child is likely to hear, loud and clear, that the behavior is NOT accepted and will not be tolerated. While this may not teach the child a better strategy, it certainly does give the child the motivation necessary to learn one!

2. *Developing Morals and Values.* I think that, as adults, we are sometimes afraid to think that our children's morals and values are, at least in part, developed through their interactions with other peers. But this fact should be reassuring to us rather than frightening. Peers offer another source of learning, just as discussed above, about what is right and what is wrong, and what aspects of life are most important.

Piaget established a theory of moral development (Slobodchikov and Isaev 2013:17) in which he identified two processes for children's moral development. The first process for learning moral behavior is Morality of Constraint. Through this approach, children learn that doing the right thing is valuable because it demonstrates respect for an authority figure. Here, obeying the rules is valued highly and the child learns to recognize the social forces that are deserving of respect and then to behave in accordance with those forces. For the most part, children practice Morality of Constraint in response to parents, teachers and other significant adults. For instance, a child will conform to his mother's curfew because he loves and respects his mother and wants to keep the relationship harmonious. He may also recognize the need for a curfew, but the powerful force compelling him to do the right thing is his respect for his mother.

Piaget also recognized (Dushka and Whelan 1975) another process through which children learn right from wrong. This process he termed Morality of Cooperation. Here, children learn to do the right thing based on mutual understanding among equals, and an acceptance of rules in order to maintain the life of the group. For the most part, children practice Morality of Cooperation in response to peers. For instance, a child may see his neighbor's bike laying out in the street. He wants to ride it around because he doesn't have a bike but he realizes that doing so may make his friend angry or hurt his friend's feelings, so instead he knocks on the friend's door and tells him about the bike. Here again, you see the important role of respect. The child reacts to a respect he feels for a peer and a desire to maintain a relationship, but the respect is not of an authority figure. The child is not conforming to what someone else has determined but making an independent decision to value the relationship or group over something else.

Moral development is closely interwoven with a child's cognitive development. Children cannot learn more than their cognitive abilities allow, and it is necessary to acknowledge children's ability to reason and understand the principles of the rules in their life is decreed by their age and mental development.

Features of the two stages of moral development include:

Morality of Constraint – Stage I

- Child views an act as being right or wrong with no room for change, and believes others will see it the same way. They cannot put themselves in others shoes.

- Child judges behavior in terms of physical consequences, not the intent behind the behavior.
- Child obeys the rules because they have been set by adults and as a result are sacred and unalterable.
- Due to the rules being sacred, child feels obliged to conform to adult rules and standards.
- Child believes that punishment defines the wrongness of the act – an act is bad if it elicits punishment
- Child confuses moral law with physical law, and believes that any accident or misfortune that happens after a wrongdoing is a punishment willed by God

Morality of Cooperation – Stage II

- Child can see from others point of view
- Child judges acts by intentions, not consequences
- Child recognizes that rules are not absolute and can be changed, even by themselves
- Child learns to recognize that their own values and abilities count, and learn to be realistic when judging others
- Child believe punishment should show the culprit what is right and wrong in order to help them learn better behavior in the future.
- Child does not confuse natural misfortune with punishment.

It is important to note that children have a need for both types of morality, Morality of Constraint and Morality of Cooperation. One is not better or more powerful than the other. They work in different areas of the child's life to instill a variety of morals and values. In general, however, it is interesting to note that Morality of Constraint most often comes out of conversation and discussion, between a child and parent or a child and teacher, while Morality of Cooperation is more often learning by doing. Children learn from their peers through real life experiences, frequently learning from the consequences of making a poor choice. We sometimes look back on these experiences as learning the hard way, but it can be a very powerful and effective way.

3. *Learning Appropriate Socio-cultural Roles.* Your textbook emphasizes the issue of gender and dating roles here. Certainly, children do learn a lot about societal expectations and how to relate to the opposite sex through their interactions with peers! But I would like to expand this

notion of socio-cultural roles to include roles such as work/career choices and personality/character traits. For instance, I think that children also look to their peers for what is an accepted ambition in life, what is an acceptable amount of leadership, initiative, assertiveness, independence, competitiveness, etc. These are all a part of our process of socialization and fitting into our socio-cultural roles in society. So attend to the discussion in your text on gender roles and dating but also consider the broader implications of this category.

4. *Achieving Personal Independence.* Finally, peers are invaluable in providing the support necessary for a child to become independent of adults. We see this support in four different formats:

- Physical Support: the provision of physical belongings or material possessions, such as loaning a friend clothing, toys, money, a car, etc.
- Social Support: the provision of acceptance, belonging, companionship such as just hanging around and talking, being available for a phone call in the evening, sitting together at a ball game, etc.
- Intellectual Support: the provision of information such as explaining sex to a friend, giving directions to a party, discussing a school assignment or helping with homework, etc.
- Emotional Support: the provision of empathy and understanding such as listening when a friend is down, understanding why a friend is so mad at her parents, being that shoulder to cry on, etc.

2.6. Forming of positive moral images.

One of the first children acquire regulations and rules of so-called "household" behavior, cultural hygiene standards, and also the regulations connected with the relation to the obligations with observance of a day regimen, with the treatment of animals and things. By the last of moral representations it is created those, which concern the treatment of people. They are most difficult for children's understanding, and following them in practice is given to children with great difficulty.

The positive value for forming of such images has role-playing game with rules. In them observation, and assimilation of rules, their transformation into habitual forms of behavior takes place. At the beginning children conform to the acquired regulations and the rules of interpersonal behavior by imitation, and then begin to realize more deeply essence of these

rules and regulations. They not only carry out them, but watch closely that also other child who is near them conformed to these rules and regulations. Moral development of the child to a great extent depends on as far as it developed a capability to correlate the actions to ethical standards. In practice of education there are effective methods of forming of moral representations and qualities of the identity of the child. The method when the child is put in such conditions where he is forced to compare the real actions with ethical standards is very productive. Mastering the moral correlating actions leads to the fact that to the child it becomes sore to realize identity of the acts and actions of negative model. Emotionally negative attitude to negative model will organize a will of the child and leads to the aspiration to correspond more to positive model.

Forming of positive moral imagines through correlation of real acts of the child with moral standards will be effective if the adult speaks with it confidentially and kindly, expressing confidence that this child cannot but correspond to positive model. If the adult equates future behavior of the child to a positive standard of behavior, then it gives desirable standart in further development of the identity of the child.

Emotionally positive attitude towards itself which is the cornerstone of structure of the identity of each normally developing child orients it to compliance to a positive ethical standard.

The need to correspond to a positive standard of behavior arises only if for the child this or that act or these or those forms of behavior a certain personal sense is started to own.

The discontent of the child with itself is a basis for reorganization of his behavior. Often the child emotionally identifies himself with an image, which made a great impression on him with its art expressiveness, irrespective of moral line items of the hero.

Assessment by the child of this or that character is most often mediated by the relation of surrounding people. In the course of communication with close adults there is an assimilation of the first moral standards. Originally the child acts according to moral rules not because realizes the public importance of accomplishment of certain rules, but because he had a need to defer with opinion and to fulfill requirements of people. If people around consider the child good, that is corresponding to a positive standard, then thereby they set to the child a positive image of him. From here on the one hand there is desire not to destroy this image in the opinion of relatives, and with another – there is an assignment of this image and understanding through it themselves.

Each act of the person if it in a varying degree influences other people and isn't indifferent for interests of society, causes assessment from people around. We estimate it as good or bad, correct or wrong, fair or unfair. At the same time we use a concept of morals.

One of the most challenging tasks in any elementary classroom is to build a community where students respect one another and value learning. Too often, children use put-downs to communicate, resolve conflicts violently, and have negative attitudes toward school and learning. These problems often are based in society. How can one tell students not to use put-downs, for example, when that is the predominant style of comedy on prime-time television?

The rule having general nature, i.e. extending to a set of identical acts carries the name of ethical standard. The regulation is a rule, the requirement determining how the person shall do in this or that specific situation. The ethical standard can induce the child to certain acts and actions, and can prohibit or warn against them. Regulations determine an order of relations with society, collective, other people.

Regulations unite in groups depending on those areas of human relations in which they act. For each such area (the international relations, etc.) there is the initial beginning to which regulations and ethical principles are subordinated. For example, regulations of the relations between representatives of different nationalities are regulated by ethical principles of mutual respect, an internationalism, etc. The concepts of morals having general nature, i.e. covering not the separate relations, but all areas of the relations, inducing the person to be guided anywhere and everywhere by them, are called moral categories. Among them such categories as good, justice, honor, dignity and happiness, etc. Perceiving requirements of morals as rules of life, which do the person best of all, more nobly, society develops a moral ideal, i.e. an example of a moral conduct at which adults and children, including its reasonable, useful, beautiful aim. Moral standards, the principles, categories, ideals are accepted by the people, belonging to a certain social group and act as a form of public moral consciousness. At the same time the morals are not only a form of public consciousness, but also a form of individual moral consciousness, because it is inherent to the person such features of mental constitutions as separate identity, feelings, and experiences. These personal manifestations are always painted by public consciousness. The ethical standards acquired and accepted by the personality, the principles, categories, ideals at the same time express its certain attitudes towards other people, towards themselves, to the labor, to the nature.

Content of educational work of the teacher on forming of pupil moral culture also constitutes forming of the named groups of the relations. The group of the attitudes towards other people assumes education of humanity, mutual respect between people, friendly mutual assistance and insistence, a collectivism, and education of care about senior and younger in a family, respect for representatives of an opposite sex.

The attitude towards itself consists of awareness of own dignity, feeling of a social duty, discipline, honesty and truthfulness, simplicity and modesty, intolerance to injustice. The relation to its own labor is shown in fair, responsible execution of the labor, educational obligations, and development of the creative beginnings in a labor activity, recognition of importance of the work and results of work of other people. The relation to the nature consists in careful attitude to it, in the intolerant relation to violations of environmental standards and requirements. Forming of bases of moral culture of school pupils is performed in system of moral education under the conditions of school, a family, society.

For realization of the aims rooted in our mined we need a rationally organized reality. The person has to enrich humanity. So, the morality of each person finds its sense only in connection with the intention of humanity on the whole.

Humanity represents set of the moral and psychological properties of the personality expressing the realized and empathized attitude towards the person as to the supreme value. As quality of the personality. humanity is created in the course of relations with other people. It reveals in manifestation of goodwill and friendliness; in readiness to come to the rescue of other person, attentiveness to him; in a reflection in ability to understand other person, to imagine itself on his place; in a capability to sympathy, empathy; in tolerance to others opinions, beliefs, behavior.

Education of humanity is performed in diverse types of activity, in various options of the interpersonal relations. The child shall be included in empathy, partnership. Signs of indifference, callousness cannot be noticed and not analyzed by the teacher. The example of the humane attitude of the teacher towards pupils has special educational force; he can replace long reasoning, conversations and stories about humanity of other people. It, however, doesn't deny an opportunity and need of carrying out moral and ethical education. Studying of biographies of scientists, their creative activities, the vital principles, moral acts attracts great interest of pupils, stimulates their behavior and activities. The analysis during lessons of problems of the good and evil, humanity authentic and abstract, social justice and injustice

enters pupils into the difficult world of human relations, learns to understand and appreciate the ideas of humanity, their universal nature.

Important condition of education of humanity is the organization of collective educational, socially useful activities, especially such types where pupils are put in a situation of direct manifestation of care of others, legends of the help and support, protection younger and weak people. Such situations can directly arise in the course of joint activities, and can be specially provided by the teacher.

As it is known, that the younger school age differs in the raised susceptibility to social impacts. The child, having come to this world, absorbs in itself all human: methods of communication, behavior, the relation, using for this purpose own observations, empirical conclusions and conclusions, imitation adults. And moving by the way of hit-and-miss method, he can own eventually, elementary regulations of life in human society.

However this way is very long, is not always effective and does not provide depth in development of morals. Therefore the role of the adult as "social conductor" is very important and responsible. The adult's task is to determine to what, how and when to teach the child that his adaptation to the human world took place and was painless.

What is the moral rule and ethical standard? In literature these concepts sometimes are used as synonyms. However, in pedagogic they separated.

Both the rule and regulation is an established procedure of actions, the relations. But the rule makes private and more confined sense. The rule can be single, belonging to a certain situation, to a certain subject: the instruction for use a subject, the rule of conduct at a table, etc. The regulation has more generalized character; it characterizes a general orientation of the relations and behavior and is concretized in rules.

At younger school age the flexible relation to accomplishment of rules, aspiration to understand them is created at children. Moreover, they already begin to understand ambiguity of application of the same rule in different situations, to see discrepancy of some rules (whether it is always necessary to help the companion; whether the one who fought is always guilty; whether always the claim to the tutor is a slandering, etc.). It is very important that children reasonably and even creatively approached following to the rule and a regulation. Imperative function of a regulation shall act from the very beginning not as dogma and as necessary, the consciously accepted condition. In case of assimilation of rules and standards

of behavior and relations children with great interest and productively make own experiments on the social, moral phenomena. Experimenting gives to process of assimilation of regulations creative and conscious nature.

The ability to think basically reveals a common dependency of the world organized before us in space and time.

This activity of thinking often is presented by Kant in the form of three rules.

- 1) Think for yourself.
- 2) Think from the standpoint of another person.
- 3) Be consequent in your thinking or simply be consequent.

By taking a glance at the rules, one may think they are only superficial. Are we not always thinking for ourselves from our own standpoint? Are we not always looking to our neighbor to see what they think about our actions, and are we not always looking for the consequences?

The basic new thing, therefore, about Kant's concept of thinking, is that the thinker is provided with a situated body. Thinking is being dressed up in a certain Outsideness. The surprised student of the pure philosophy of Kant is offered something he could only dream about before, namely that thinking could be giving birth to an image of man.

The first rule goes against hiding behind the authority of other persons, institutions or national states. The ideal is not to accept authorities and systems, but to explore your own subjectivity as a resource.

The second rule insists that you should dare to experiment with your own standpoint. Try to reflect upon your own world as seen from the standpoint of another person. This rule does not mean that you should give up all authority over your own position, but try to extend it by introducing an outside view of what you see.

Thinking according to the second rule means that you should be putting your personal world to the test in communication with other persons. The second rule does not mean that the student should always listen to his teacher, but on the contrary that every student should use his teacher as an alter ego, in order to test out the correctness of his point of view.

The really problematic rule is the third one. What does it mean to be consequent, if it does not mean to be consistent? We are ready to suppose that this is the easiest rule to follow, but consequence requires an additional, but difficult strategy, namely creativity.

To understand the third rule, let us sum up where the two first rules have led us:

- 1) Think for yourself, might mean: Your position is to be built on the subjectivity of the world you see.
- 2) Think from the standpoint of another person might mean: What you see contains in itself also the material of still another world.
- 3) Be consequent in your thinking might mean: Always remind yourself of the standpoint of the Other, but don't suppose the Other is always right.

Dialogue here is based on the sharing of sense, but this sharing is not the sharing of an identity. To think is to live with opinions and possibilities that sometimes are tearing yourself apart. But hold on: This threatening situation does not exclude that you at the same time might be confronted with a dimension of depth and meaning hidden beneath the layers of your own concepts.

Thinking makes us listen in a new way to other people's voices. The basic sense of what we say, and the respect of other people is coming through to us through the other person's mouth, but as a message not from inside our linguistic system, but from the outside.

2.7. Cooperation of teachers and parents in forming the social personality in the child.

A major chunk of the child's personality is formed in the family as a fundamental institution where parents play a pivotal role in the process of this formation. In other words, family is the first institution where a child is educated and raised. As a result, family plays a fundamental in the academic achievement of children.

There are two fundamental factors affecting academic achievement of students: heredity and environment.

Environment is divided into two categories: home and school. Students may spend an equal amount of time at home and school.

A child learns the mother tongue and many other skills and habits at home. Many ethical virtues are also learnt at home, which lay the foundations of later social relations.

Family is, in fact, a social subsystem or a part of the greater society. The institution of family is on the one hand related to other social institutions and organizations, such as school, market, etc. and on the other, forms a web of relations between its members. Hence, family, which consists of individuals, is related to other social systems.

Social life will become healthier if the institution of family discharges its duties properly. In other words, family can prepare individuals to play their roles in the society and social system. These individuals function both as individuals and as members of a human institution called family.

Many personality traits are formed in the family, hence, parents-children relations can function as a model in later social relations.

Family functions as a center of love and security for children, which are two fundamental and necessary elements for the proper nurturing of kids. Children, who are deprived of family love and sense of security, may face disorders in adolescence or youth in interactions with others. It is in the family that kids develop self-confidence and self-esteem.

But the duty of family does not end once children join school. A family can preserve this role even when children go to high school and university.

On the other hand, the role of school in academic achievement of students is undeniable. A school plays a vital role in academic achievement of students. At the same time, without parental contribution, one cannot have full-fledged academic achievement.

In certain cases, students spend more time in school or higher educational centers than in the family. Hence, proper educational planning is a must for all schools and higher educational centers to ensure children have a rewarding family life.

An important point that should be borne in mind is education based on proper planning should meet the requirements of children from lower ages.

Since education is partly imparted to the students at home, parents are willingly or unwillingly involved in the educational programs offered by school.

Some students are weak in their educational performance. Parents can help them improve their studies through supervision of their homework or by arranging extracurricular programs.

An important point is that the attitude of parents toward school plays a very important role in the future life and attitude of kids toward this institution. Hence, the education of parents also plays an important role in the formation of their attitude toward school and education.

Schoolchildren may face some problems in performing their homework. They may seek parents' help in this regard. If this assistance is rendered in a proper manner, it will be effective in the children's academic achievement.

However, this assistance must not take the form of permanent help, because it will give rise to undesirable results, undermining the self-confidence of school students. This will irreparably damage the children in future.

The positive attitude of parents toward learning can also play a decisive role in encouraging children to learn and educate. Since schools are founded to educate, a close relationship between parents and school officials is also very effective in enhancing the academic achievement of children.

In order to organize the relationship between parents and school, certain associations have been established, including the Teachers and Parents Association. The contribution and participation of parents in such associations could dramatically help smooth cooperation between the parents and teachers to facilitate better academic achievement of children.

Unfortunately, parents do not attach the necessary significance to this association and don't regularly participate in its sessions.

According to available studies, educated parents attach more significance to this association compared to less educated parents. The logical and pertinent sensitivity of parents toward the education of their children plays a significant part in the academic success of their children, although irrelevant sensitivity may create disorder in this process.

As a result, parents with logical sensitivity toward the education of their children have more successful kids.

The abovementioned factors indicate that parents should regularly interact with the school. This interaction should also be friendly and parents should contribute to all aspects of educational decision-making at the school. As a result of such a relationship, kids would consider the school as their second home and trust the school officials and teaching staff, and feel secure in this environment.

However, in order to achieve this goal, parents' expectations of the school must be logical, justified, clear and attainable.

Parents should also bear in mind that their kids would succeed if they prepare a disciplined program for them. Therefore, in the first place, parents should prepare a precise program for their kids and secondly must lay emphasis on its proper implementation, which will help the academic achievement of their kids.

In sum, a strong link between the parents and school would lead to the following outcomes:

- Turning school into the second home of students;
- Giving the students a sense of security which is necessary for their academic success;

- Increasing their incentive for studying harder;
- Preparing a suitable milieu for both parents and the school to deal with grievances in a friendly atmosphere;
- Solving the problems of the educational institute, which is the second home of students, with the help of parents;
- Reducing the number of school dropouts; and
- Preventing students from tilting toward social disorders and misdemeanors, particularly when they reach the age of maturity.

Necessary condition of successful assimilation of ethical standards and at younger school age is the organization of practice of behavior. I mean exercises, joint activities, where acquired rules could under the corresponding conditions turn into standard of behavior of each child and whole group.

Entering and study at school only add new labor obligations for the child: he carries out cleaning of a class and desk, takes care of flowers and also animals, participates in improvement of the school territory, its gardening, and parents take care of that the child would get sufficient labor and esthetic experience; it is hard for the child to overcome itself and to qualitatively perform the functions assigned to him.

Forming of elementary ethical culture of younger school pupils is connected also with an explanation to children of manifestations - "bad manners", habitual for this age, loud, provocative laughter, snivel, clamorousness, squeal, rough and haughty manners, excessive gesticulation, ugly grimaces, slang, etc.. If earlier explanatory work with pupils in this plan begins, and if the teacher interaction with parents will be more active, aiming to create in pupils a habit and standards of an ethical behavior, approving simplicity and naturalness of their behavior and manners, propagandizing sense of proportion, then the more probability that their speech will find forces and desire to get rid from a negative of habits, will be guided by ideals of beauty and nobility in the relations and acts.

Serious concern of parents and teachers is caused by sanitary and hygienic culture of children, their relation to elementary regulations and rules of personal hygiene, a bearing condition, affectation of a working pose at a table, stoop, the free and not esthetic gait, a hairstyle

disturbing the work, a lighting condition in a class, both long and dangerous communication of the child with the TV, the computer, etc. To enshrine necessary provisions of hygiene in the child's habits, to accustom children strictly follow to them in life is one of important tasks of forming of their elementary esthetic culture. It is clear, that without the help of parents the teacher will not be able to do it alone. This problem concerns also culture of mental work of the school pupils, observance of regulations of a healthy lifestyle by them: teacher's patient explanation, education in children of a habit to strictly follow them demand from the teacher systematic control of as far as the child carries out these regulations and in what measure they became steady line of his daily life. From this comes the need to track his behavior, his appearance, manners, the most characteristic features not only at school, but also on the street, in public places, at home. The offer to the school pupil of the worthy role models professing undoubtedly esthetically attractive manners, behavior stylistics, and a conduct of life shall become essential line of a technique of work of the teacher in this direction. Such examples can become for the school pupil an external support of socially approved and esthetic behavior.

Worthy examples of competent and harmonious appearance are necessary to the child and for forming of his ideas of a clothes esthetics, education of a habit to dress in good taste. The suit of the child shall correspond to his age, but at the same time consider characteristic tendencies in the development of youth clothes, an originality of core activities of the school pupil. The teacher shall advise parents to avoid acquisition of expensive and impractical things, not to assist awakening in children of ostentatious foppery, arrogance, vanity; parents shall understand that the social stratification happening today in society inevitably affects also pupils, being shown first of all in clothes, and from here many problems in the child's life in collective appears, such as individualism, alienation, open hostility and hostility.

Unfortunately, today many speak about "democratization" of clothes, about its "universal" factor and, probably, therefore the sports suit confirming just absence at the child (and at his parents) normal esthetic taste and elementary idea of personal hygiene becomes the most common form of school clothes.

Of course, younger school age is time as modern currents and styles in clothes has not become attention of children yet and have not received the embodiment in their appearance. But its basis, idea of what in image of the person, testifies about high taste, and this feeling develops right now, and will be shown much later.

The esthetics of life is not only culture of a table, culture of meal, a regulation and a habit of behavior in life, but also schooling of the child to esthetic regulations. The esthetics of life is that resists to a bourgeois conduct of life, platitude, hypocrisy, vulgarity, limitation of ideals, tastes, the distorted world outlook in questions of dwelling look, and contribute its ideological, valuable and morally-psychological filling. Eventually, the image of the house is that the child will try to reproduce in independent, adulthood, the shape created " in one's own image ", in compliance with the ideal representations which developed inside him. Therefore psychologists consider that the things surrounding the person can tell much more about him, than person himself. From here attention and interest, which shall force the teacher to go to the child's family, to study conditions of the life and if it is required, try to interfere in the developed way, protecting the pupil, caring for him. If there is in the apartment of the child his own room (or at least his own place!), how it is filled with books, with what toys the child is surrounded, in what measure the image of the dwelling is the result of own efforts? The teacher can resolve these and many other questions, having visited a family of the pupil, having personally seen real circumstances of his life, certainly, the teacher will warn the child's parents about the visit in advance, will try not to embarrass a family.

It is important to create to children conditions for comparison of the ideas of the dwelling, to provide mutual exchange of a visit, during which pupils will be able to see the most interesting variants of a home interior. In the course of discussion of such options the teacher won't allow tactlessness, inappropriate criticism. The child shall have worthy variants of the solution of places for study, rest, and game; the teacher will pay attention to a condition of toys, books, and an order in the child room, observance of regulations of sanitary and hygienic culture. The visit, thus, will give considerable for pedagogical reflections; will prompt to tutors those tasks and problems, on which decision he should be concentrated.

At the same time would be inexcusable mistake, to miss an opportunity to talk to children about the attitude towards parents, grandfathers and grandmothers; about that care and attention which children give to the ancestors, about the main progress of their biographies, their work, interesting episodes of their life, and unexpected turns of destiny. The understanding of it should be filled gradually for school pupils, with a significant philosophical sense, feeling that the house not only "fortress", but also a spiritual basis of human life, its moral and esthetic "mooring" where he returns both in joy, and in grief, and on holidays and everyday life.

The behavior of the person is estimated on degree of compliance to certain rules. If such rules would not exist, then the same act would be estimated from different positions and people couldn't come to a consensus — well or badly the person doing? The rule having general nature, i.e. extending to a set of identical acts, carries the name of ethical standard. The regulation is a rule, the requirement determining how the person shall act in this or that specific situation. The ethical standard can induce the child to certain acts and actions, and can prohibit or warn against them. Regulations determine an order of relations with society, collective, other people.

Of course, process of formation of the personality and her moral sphere can't be limited by an age framework. It proceeds and changes whole life. But there are such elements without which the person can't function in human society. And therefore training in these elements also needs to be performed as soon as possible to give to the child "right way" among people.

Discipline as personal quality has the different levels of development that finds the reflection in a concept culture of behavior. It includes various parties of a moral conduct of the personality; there the culture of communication, culture of appearance, the standard of speech and household culture are integrally merged in it. Education of culture of communication requires forming of trust, kindness to people when regulations of communication politeness, attentiveness from children become. It is important to teach children to behavior with the family, friends, neighbors, strangers, in transport, in public places. In a family and school it is necessary to acquaint children with rituals of congratulations, deliveries of gifts, statements of a condolence, with rules of conducting business, telephone conversations, etc.

The culture of appearance consists of ability elegantly to dress, choose the style, to observe personal hygiene, of ability to manage the gestures, mimicry, gait movements. The standard of speech is an ability to conduct a discussion, to understand humor, to use expressive language means in different conditions of communication, to own regulations of the oral and written literary language. One of the areas of work on forming of behavior culture is education of the esthetic relation to objects and the phenomena of everyday life, the rational organization of the dwelling, accuracy in housekeeping, ability to behave at a table during meal, etc. The culture of behavior of children is considerably created under the influence of a personal example of teachers, parents, senior school students, traditions, which developed at school and in the family.

The problem of moral education was researched by philosophers, and psychologists, and teachers – scientists. But also now it stays actual.

Working on a problem of moral education of younger pupils I studied psychology and pedagogical literature on this problem, considered essence, content and the basic concepts of moral education, and also the characteristic of younger school age, revealed features of moral education at younger school age, studied methods, forms and acceptances of moral education of younger pupils in educational activities, made the analysis, and then also generalization of different views on this problem in literature and came to the following conclusions:

Moral education is purposeful bilateral process of forming of moral consciousness, development of moral senses and development of skills and habits of a moral conduct. It includes forming of moral consciousness, education and development of moral senses, development of abilities and habits of a moral conduct. The behavior is moral if the person weighs, thinks over the actions, act with skill, choosing a right way of the solution of the facing problem. The moral conduct of the personality has the following sequence: a life situation leads to generated by it morally sensual experience; then goes moral judgment of a situation and motives of behavior, the choice and decision making; and all these brings a strong-willed incentive to an act.

The most important means of moral education I can consider the use of moral ideals, created in culture at different stages of historical development, i.e. examples of a moral conduct at which the person aims. Specific feature of process of moral education should be considered the fact that it is long and continuous, and its results are delayed in time. Process of moral education dynamic and creative. The main criteria of morality of the person are his beliefs, the moral principles, valuable orientations, and also acts in relation to relatives and strangers. I consider that it is necessary to consider such person being moral for whom a regulation, rules and requirements of morals, act as his own views and beliefs, as habitual forms of behavior.

Younger school age is a stage of development of the child which corresponds to the studying period at elementary school. The leading type of activity at this age becomes learning, though children devote to a game still much time. At this age self-assessment, thinking, speech, memory, attention continues to develop, elements of social feelings actively develop, skills of a public conduct are created. The most obvious distinctions of children are connected with their sex and specific features. The teacher's assessment, progress in study becomes the main criterion, determining the child's place in group of peers.

The younger school age is characterized also by raised susceptibility to assimilation of moral rules and regulations. Moral development of younger pupils differs in a noticeable originality. In their moral consciousness the imperative elements caused by instructions, recommendations and requirements of the teacher prevail, children with great trust treat adults.

They begin actively, independently to understand various life situations, but at the same time their assessment of events, acts often has situational character. An important role in moral development of the child is played by empathy. Working on problems of moral education of children it is necessary to consider their age and psychosocial features.

Studying at school is, first of all, forming of the moral personality. Educational activities have all opportunities allowing developing at pupils moral qualities of the personality in the course of studying of any subject. I found out that those methods of moral education act in difficult and contradictory unity.

In the results of research work I came to a conclusion that successful forming of moral qualities is promoted by personal example of the teacher; as the result of research came complete disclosure and understanding of content of morality, and understanding of its importance in society and the personality; teachers may choose various forms, methods and types of moral education to well-bread younger pupils.

Completing the research, I can tell the following, moral education is continuous process, it begins with the birth of the person and continues all life, and directed to mastering people rules and standards of behavior. At first sight it may seem, that it is impossible to designate any periods in this single continuous process. And, nevertheless, it is possible and reasonable. The pedagogic fixed that during various age periods there are unequal opportunities for moral education. The child, the teenager and the young man, for example, differently treat various educational tools. Knowledge and considering of the reached things by the person, during this or that period of life, helps to design its further growth. Moral development of the child takes the leading place in forming of comprehensively developed personality, exerts huge impact and on intellectual development, and on labor preparation, both on physical development and on education of esthetic senses and interests.

Moral education of younger pupils shall become one of obligatory components of educational process. School for the child is that adaptive environment, moral atmosphere of which will cause his valuable orientations. Therefore it is important that the moral educational system

interacted with all components of school life: a lesson, breaks, extracurricular activities, and penetrated the whole life of children by moral content.

For this reason the school, solving education problems, shall rely on reasonable and moral things in the person, help each pupil to determine his valuable bases of own activity, to find sense of responsibility for preserving moral bases of society. For all this, the moral education will help, which is integrally interwoven into teaching and educational process and constituting its integral part.

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