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## **MORAL AND ETHICAL EDUCATION OF PRESCHOOLERS**

The future of Ukraine directly depends on the preservation and reproduction of traditional moral values, ideals of goodness and love. The need for this is dictated by the presence of a powerful information field, the spread of images of violence, fear, and immorality through mass media.

Moral and ethical education is the basis of socialization of a preschooler, i.e. the ability to establish communication, join the company of peers, negotiate with them, express one's wishes, take into account the interests of others. These simplest social qualities are the first step on the way to the development of universal moral qualities.

The problem of moral and ethical education has always been relevant. How to behave at home, in the family, on the street, with peers? And these are not useless, but vital and urgent questions. But there is no time allocated for answers to these questions in educational programs. Therefore, teachers themselves must find time and determine the content of classes on moral and ethical education. In view of this, it is relevant and timely to introduce a program of moral and ethical education of preschool children.

Kindergarten is called to take an active part in the process of spiritual revival of the nation, to ensure that all links of the educational process are filled with content that would help teachers to cultivate honest and strong characters, to form consciences and civic virtues - diligence, modesty, care for each other, respect for elders - and would encourage them to grow useful to their people.

Tasks of moral and ethical education:

- familiarize with basic spiritual and moral values based on examples of Ukrainian culture, concepts of virtues, good and evil;
- familiarize with the rules of ethics of communication and relations between people;
- contribute to the formation of preschoolers' psychological readiness to study at school, to overcome adaptation difficulties, to master the skills of organizing a healthy moral atmosphere in the children's team, family, and among the close environment;
- teach children to analyze their actions, deeds, motives and correlate them with universal human values;
- promote understanding of the great importance of observing moral rules;
- conduct educational and educational conversations to increase the child's readiness to solve various life situations that the child may get into;
- teach to distinguish between positive and negative actions, to evaluate them;
- help children learn and perceive moral and ethical values and apply them in their behavior;

- to bring up moral traits in children - love for people, the Motherland, respect for parents and elders, hard work, the ability to overcome difficulties, the tendency to selflessly do good;
- to educate spiritually - moral feelings;
- to bring up in children a persistent need for constant regulation of their behavior according to consciously learned moral and ethical norms;
- prevent the emergence of negative emotions: envy, jealousy, evil spirits;
- to develop children's emotional, volitional and cognitive spheres for the best reflection of their thoughts;
- support children in self-improvement through the development of their spiritual and moral values;
- encourage children to work on themselves (through play activities, artistic creativity);
- to develop empathy and the desire to be needed by people, the ability to rejoice at the successes of others, to sympathize with failures;
- to develop moral consciousness, the ability to understand the moral values of the Ukrainian people [1].

Educators prefer the following forms and methods:

- classes;
- conversations on moral and ethical topics;
- stories;
- excursions with the reading of the works of V. Sukhomlynskyi;
- reading and staging works of fiction, fairy tales, legends, poems, songs;
- didactic games;
- story role-playing games;
- solving problem situations;
- themed evenings, holidays and entertainment [2].

So, in the work of forming the moral and ethical sphere of children, the educator transforms social requirements and norms for the individual into their daily behavior, internal positions and beliefs, and gives these norms a personal meaning. The teacher uses various situations given in the works for analysis and introspection, identification of pedagogical errors, formation of own pedagogical experience, professional ethics. From the point of view of ethical norms, artistic miniatures help the teacher to understand the nature of moral and ethical values, to motivate him to display moral qualities and the formation of appropriate views and concepts in children.

## REFERENCES

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