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FORMATION OF MORAL BEHAVIOR IN CHILDREN BY MEANS OF ORIGINAL DIDACTIC FAIRY TALE

The paper deals with the issue of the formation of moral behavior of children by means of an original didactic fairy tale. The main requirements for the content of such a tale, which allow it to act as a means of moral education, are as follows: simplicity and ease of perception; the identity of the story line of personal experience and the life of a preschooler; the presence of moral ideas, an emotional and sensory component. The study aims to test the experimental methodology for the formation of moral deeds in 5-6-year-old children by means of the original didactic fairy tale. The method involves the implementation of the following stages: cognitive-motivational (the formation of ideas about norms and rules of moral behavior, understanding the motives of heroes' behavior); sensory and evaluation (development of children's moral experiences and feelings, empathy and reflection skills); activity (formation of internal needs in moral actions, children's ability to match the behavior of heroes with their own ones). The experiment involved 25 preschoolers. As a result of the experiment, the efficiency of the suggested technique has been proved.

Keywords: moral deeds, moral behavior, didactic fairy tale, 5-6-year-old children, preschoolers, moral behavior.

Introduction

The importance of moral education of the younger generation has been relevant in all periods of the society's development. The significance of the moral aspect in the educational process determines the challenges and risks of the modern society, the instability of economic and political processes, mercantilisation of public interests, lack of control of the information space and aggressive environment. The task of modern education is to help children to identify the moral foundations and guidelines of their own lives. The development of the moral sphere of children is a priority task at the stage in the pre-school period. The acquisition of initial experience of moral behavior contributes to the realization of this task.

According to the educational standard, at the stage of completing pre-school training, a child must demonstrate volitional powers, following social norms of behavior and rules in various activities, in relationships with adults and peers. Such guidelines for the orientation of the standard lead to the search for effective methods and means of forming moral behavior of preschool children [2, p. 87].

We share the opinion of S. Zabolotska, who considers moral behavior as a specific form of human activity, which is motivated by moral imperatives, is characterized

by the desire for unconditional and sacrificial creation of the good for other people, and a moral act is its main unit [1, p. 26]. In her opinion, it is in the act, in its internal structure the unity of subjective and objective elements is established. The act reveals the essence of moral consciousness, the level of the child's inner desire to act in accordance with moral requirements [1, p. 27].

A. Zosimovsky distinguishes between a moral action itself and a reproductive-moral one. A moral deed is based on high moral principles: duty and honor, personal responsibility. And a reproductive-moral one is based on imitative-conformal, suggestive and thoughtlessly-habitual actions. It encourages and regulates not personal convictions, but reproductively assimilated moral ideas and patterns of behavior of others [1, p. 26].

The effectiveness of the influence of a fairy tale on the moral upbringing of preschool age children is obvious. By means of its imagery, it affects the consciousness of a child, through the characters it is held in the subconsciousness, forming certain patterns of behavior. An original didactic fairy tale acts as an important tool for the formation of moral actions in 5-6-year-old children [5, 172].

The present study is based on the views V. Kyzylova who distinguishes in the functional and thematic genres of

child literature in the twentieth century the following types of fairy tales: cognitive, moral-didactic and adventure-entertaining ones. According to the researcher, moral-didactic tales are mostly aimed at demonstrating rules of relationships between people, fight against injustice by showing characters' trials to educate certain moral qualities, to adopt a system of social values in little readers [3, p. 37].

In view of the above, it is necessary to study the possibilities of using didactic tales for moral education of preschool children in general and for the formation of moral deeds skills in particular.

Aim and Tasks

The study aims to test the experimental methodology for the formation of moral behavior in preschool children by means of the original didactic fairy tale.

The following tasks were addressed:

- 1) to conduct a theoretical analysis on the issue studied;
- 2) characterize expediency and peculiarities of using the original didactic fairy tale as a means of forming preschool children's moral behavior;
- 3) experimentally substantiate the effectiveness of the suggested technique of using the original didactic fairy tale for formation of moral behavior in preschool children.

Theoretical Study Results

We consider an "original didactic fairy tale" concept as a tale specially created or adapted for the purpose of teaching, which contains an example of behavior, encourages a child for moral actions, develops the ability to overcome negative behavioral reactions in various life situations. It has positive impact on the development of imagination, thinking, promotes the recognition of objective reality, helps to understand the moral sense of human actions.

A child understands and emotionally experiences events taking place in a tale while listening to it and analyzing it with the help of an adult. Under the influence of a narrative story child's ideas of moral forms of behavior are developed, the attitude towards them is formed, and the level of his/her self-awareness increases [4, p. 67].

A story independently created by an adult, which has a moral meaning and prompts a child to think, can also act as an original didactic fairy tale. At the same time, a well-known literary work can be used instead. For example, V. Sukhomlynsky's tales have a deep spiritual and moral meaning and contribute to the formation of the best qualities of the child's personality.

The psychological and pedagogical literature review makes it possible to outline the requirements for the content of the original didactic fairy tale as a means of forming moral behavior in 5-6-year-old children:

1. Simplicity and ease of perception; metaphoricity of heroes, their expressiveness. The behavior of fairy tale characters can be both a model for imitation and an example of negative actions.

2. Similarity of the plot line with personal experience and the life of a preschool child, focusing the content on the specifics of real life, solving common human problems, transferring the child's basic principles of life and regularities.

3. The presence of moral ideas in a fairy tale, the emphasis on the problems that demonstrate moral norms and values, develop the ability to establish causal relationships.

4. The presence of the emotional and sensory component of the fairy tale, which promotes the development of sympathy, understanding the emotional state of others. It makes the perception of a fairy tale more interesting and understandable.

Thus, the original didactic fairy tale can be successfully used in working with preschoolers in order to form their moral behavior, as it enables children to distinguish between good and evil, analyze moral situations, evaluate the behavior of heroes and to compare it with their own one, master moral norms of behavior, develop empathy and reflection.

Research Methods

At the diagnostic stage, 25 children aged 5-6 years attending a kindergarten of a combined type №12 of the city of Uman, Cherkassy region, took part in the study. All respondents were divided into 2 groups: experimental (EG) and control (CG). The experimental group respondents, as distinct from the CG ones, were engaged in the work using a didactic fairy tale technique.

In order to assess the maturity of the respondents' moral behavior, we defined a behavioral criterion with indicators: the level of maturity of ideas about norms and rules of moral behavior, understanding the motives of heroes' behavior, the degree of maturity of abilities to empathize and understand the emotional state of heroes, independence in the comparison of heroes' behavior with universal human standards and regulations, level of readiness for moral actions and deeds.

The children with a high level demonstrate the clarity and differentiation when characterizing norms and rules of moral behavior; can establish causal relationships between actions, acts of heroes; can analyze the motives of heroes' behavior; can empathize with heroes, understand their emotional state, show independence when comparing the heroes' behavior with human norms and rules, ready for active moral actions and deeds in life experience (40-50 points).

The preschoolers with a sufficient level clearly characterize the rules of moral behavior, analyze the motives of heroes' behavior with the help of an adult; capable of sympathizing with the heroes they like, characterize their emotional states with little help from an adult, independently compare the behavior of heroes with universal human standards and rules; demonstrate moral actions and deeds in life (30-39 points).

The respondents with an average level have an idea of the rules of moral behavior, but characterize them superficially, are not capable of complete, reasoned moral

judgments, do not always understand the motives of heroes' behavior; are capable of empathy, but it is difficult for them to compare the behavior of heroes with universal human standards and rules; they are not always ready to transfer samples of moral behavior of heroes to their own life experiences (20-29 points).

A low level means that moral ideas of children are superficial, not accompanied by clarity and differentiation in characterizing the rules of moral behavior; they can

hardly analyze the motives of heroes' behavior; cannot establish causal relationships between actions of heroes, cannot compare the moral behavior of heroes with their own one (10-19 points).

Research Results

Initial Assessment Results

Levels of the maturity of moral actions in the children according to the behavioral criterion are presented in Table 1.

Table 1.

Distribution of the Respondents according to the Levels of the Maturity of Moral Deeds according to the Behavioral Criterion (%)

№	Indices	High		Sufficient		Average		Low	
		EG	CG	EG	CG	EG	CG	EG	CG
1	The level of maturity of ideas about the standards and rules of moral behavior, understanding the motives of the heroes' behavior.	7.4 -	7 -	25	26.6	34.6	35	33	31.4
2	Degree of maturity of abilities for empathy	7	6.2-	22	23.6	46.5	48.9	24.5	21.3
3	The degree of independence when comparing the moral behavior of the main heroes with their own one	6.2	6.5	28	29.7	45.4	46.2	20.4	17.6
4	Level of readiness for moral deeds and actions	4.2	5.2	25.2	29.2	47.4	45.2	23.2	20.4
	Mean values	6.2	6.1	25	27.4	43.5	43.8	25.3	22.7

According to the results of the study, the high level of the maturity of moral deeds according to the behavioral criterion was found in 6.2% of the respondents (EG), and 6.1% of the CG respondents. They clearly characterize the rules and standards of moral behavior; can establish cause-and-effect relationships between actions of heroes; can analyze the motives of heroes' behavior; are capable of empathizing with the heroes, understanding their emotional states, ready for moral actions and deeds in their life. The sufficient level was found in 25% of children (EG), and 27.4% of the CG respondents. They can characterize moral norms and rules of behavior with the help of an adult, analyze the motives of the heroes' behavior; capable of sympathizing with the heroes they like, characterize their emotional states with little help from an adult. Most senior preschool children showed the average level of the maturity of moral actions, namely: 43.5% of children (EG), 43.8% of children (CG). They characterize the rules of moral behavior superficially, cannot make moral judgments, do not always understand the motives of the behavior of the heroes; are capable of empathy, but it is difficult for them to compare the behavior of heroes with universal human standards and rules; are not always ready to use samples of moral behavior of heroes in their own life experience. 25.3% (EG) and 22.7 (CG) have a low level of moral behavior maturity. It is difficult for them to compare the behavior of heroes with their own one, even with the help of adults, cannot establish causal relationships between actions.

The analysis of experimental work results makes it possible to state that the majority of children has a certain amount of knowledge about the rules of moral behavior, but the interest in moral actions is situational and unstable. They cannot always explain the motives of the heroes' behavior; it is difficult for them to transfer the patterns of behavior of heroes to their own life experience.

The Suggested Technique

The experimental work was based on the assumption that the original didactic fairy tale acts as one of the effective means of moral education of 5-6-year-old children, the formation of moral deeds in them if there are appropriate conditions for the successful application of this method of work in a pre-school institution or a family.

The further direction of our research was the development of a methodology for the formation of moral deeds in the children by means of an original didactic fairy tale. The main pedagogical conditions for the success of the application of this method include the gradual use of the original didactic fairy tale in working with the preschoolers. There are the following components at the heart of the methodology of working with it: cognitive-motivational stage (the goal: the formation of ideas about norms and rules of moral behavior, understanding the motives of heroes' behavior); sensory and evaluation stage (goal: the education of moral feelings, the formation of the ability to understand the feelings of other people); activity stage (goal: the formation of internal needs in moral actions, ability to compare the behavior of heroes with their own).

For successful implementation of the method, various forms of organization of work are used: frontal classes, reading fairy tales as part of extracurricular activities, work in subgroups, individual work with a child, joint work with parents, organization of exhibitions of drawings and products based on the plots of fairy tales, dramatizing games, etc.

Methods of moral education by means of the original didactic fairy tale are divided into three groups, depending on the purpose of use: 1) methods of forming ideas about norms and rules of moral behavior (conversation, explanation, examples provided by adults); 2) methods of forming empathy abilities and emotional feelings to other people (dramatizing games, fantasy games, stories based on one’s own experience, etc.); methods of forming the internal need for moral actions and deeds (exercises, assignments, solving moral situations, encouragement, etc.). All methods are closely interconnected and used in all stages of the procedure.

The proposed technique involves the systematic use of problem-dialog method through different types of conversations. It occupies a leading place in the work with the original didactic fairy tale, since it is important to have feedback with the child, his/her ability and desire to answer questions, think, analyze, compare, draw conclusions, which can then be realized in life practice.

In the work with the original didactic fairy tales, the following types of conversations are used: introductory,

conversation about the plot, conversation-reflection, re-productive conversation, final (summative) conversation. So, the introductory conversation helps to make up the child’s mind to listening to a fairy tale, to familiarize him/her with the author and the purpose of the text. During the conversation about the plot, the analysis of the moral situation, the behavior of heroes, the motives of their actions, and the emotional state takes place. The conversation-reflection helps to find similar situations from life experiences of children, compare the behavior of the heroes with their own, and comprehend their own emotions. The reproductive conversation promotes repetition of the learned material, reproduction of already familiar ideas about moral standards and rules of conduct. During the final conversation, the adult with the children summarizes the learned material.

Final Assessment Results

In order to verify the effectiveness of the experimental methodology of the formation of moral deeds in the children by means of the original didactic tale the initial and final assessments were carried out.

To determine the levels of the maturity of moral deeds in the respondents we used re-diagnostic techniques.

The results of evaluating the levels of the maturity of moral deeds in the children according to the behavioral criterion before the beginning of experimental work and after its completion is presented in Table 2.

Table 2.

Generalized Results of the Distribution of Students of EG and CG According to the Levels of the Maturity of Moral Deeds at the Beginning of the Experiment and after the Experimental Technique Implementation

Criteria	assessments	Number of the respondents, %							
		Experimental group				Control group			
		Maturity Levels							
		high	sufficient	average	low	high	sufficient	average	low
Behavioral	initial	6.2	25	43.5	25.3	6.1	27.4	43.8	22.7
	final	24.0	47.2	23.9	4.9	7.4	26.2	43.2	23.2

As we can see, in the EG respondents, in contrast to the CG ones, a higher index of the maturity of moral deeds is observed. The EG children significantly expanded and consolidated the idea of moral norms and rules of conduct, learned evaluating and comparing the behavior of the characters with universal standards, acquired the ability to empathize, understand the emotional states of the characters, and the motives of their actions.

It should be noted that work with the original didactic fairy tale was accompanied by considerable interest and emotional enthusiasm of children. However, it was difficult for the control group respondents to characterize the moral situation, the motive of the heroes’ actions, to establish a causal relationship between the actions and the moral situation.

The results of the study make it possible to ascertain the dynamics of the development of moral actions and

deeds in the children by means of the original didactic fairy tale in the experimental group.

Conclusions

The results of the conducted research confirm the effectiveness of the process of forming moral actions and deeds in 5-6-year-old children by means of the original didactic fairy tale.

In the process of theoretical analysis, generalization of psychological and pedagogical literature and the results of the experimental work, we substantiated the expediency of using the original didactic fairy tale in the moral education of preschool children, and distinguished the requirements for the selection of such fairy tales as a means of forming their moral behavior.

The pedagogical potential of using the original didactic fairy tale as a means of the development of moral behavior is revealed through its definition as a literary work that reflects the substantive and social surrounding

reality. At the same time, the content of a fairy tale must meet the requirements that allow it to act as a means of moral upbringing, namely: simplicity and ease of perception; the similarity of the story line of personal experience and the life of a preschooler; the presence of moral ideas; the presence of the emotional and sensory component of the fairy tale.

The original didactic fairy tale acts as a kind of stimulus for the awakening of the moral and emotional sensitivity of children, accompanied by awareness and empathy and manifested in the transfer of knowledge in real life.

In the process of the research, we have experimentally grounded the effectiveness of the method of working with the original didactic fairy tale in order to form moral

actions and deeds in 5-6-year-old children. The method involves the implementation of the following stages: cognitive-motivational (the formation of ideas about norms and rules of moral behavior, understanding the motives of heroes' behavior); sensory and evaluation (education of moral experiences and feelings, empathy and reflection skills formation); activity (formation of internal needs in moral actions and deeds, ability to compare the behavior of heroes with their own one).

The research outcomes have revealed the dynamics of the development of moral actions and deeds in the respondents by means of the original didactic fairy tale in the experimental group, which suggests the effectiveness of the proposed methodology.

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ФОРМУВАННЯ МОРАЛЬНИХ ВЧИНКІВ І ДІЙ У ДІТЕЙ ЗАСОБАМИ АВТОРСЬКОЇ ДИДАКТИЧНОЇ КАЗКИ

Стаття присвячена формуванню моральної поведінки дітей засобами авторської дидактичної казки. Розв'язується актуальна проблема можливостей використання авторської дидактичної казки у моральному вихованні дітей в умовах дошкільних закладів освіти та сім'ї. Визначаються основні вимоги до змісту авторської дидактичної казки, що дозволяють їй виступати в якості засобу морального виховання: доступність та легкість для сприйняття; тотожність сюжетної лінії особистому досвіду і життю дошкільника; наявність моральних задумів та ідей; наявність емоційно-почуттєвої складової казки. Метою статті є презентація й перевірка експериментальної методики формування моральних дій та вчинків у дітей 5-6 років засобами авторської дидактичної казки. Методика включає в себе реалізацію таких етапів: пізнавально-мотиваційний (формування уявлень про норми і правила моральної поведінки, розуміння мотивів поведінки героїв); почуттєво-оціночний (виховання моральних переживань і почуттів, формування умінь емпатії та рефлексії); діяльнісних (формування внутрішньої потреби у моральних вчинках та діях, уміння зіставляти поведінку героїв із власною). На діагностувальному етапі було задіяно 25 дітей 5-6 років закладу дошкільної освіти ясла-садок комбінованого типу №12 міста Умань, Черкаської області, яких було поділено на експериментальну та контрольну групи. На відміну від респондентів контрольної групи, діти з експериментальної були задіяні у роботі із використанням авторської дидактичної казки. Для оцінювання стану сформованості у дітей 5-6 років моральних дій та вчинків визначено поведінковий критерій із показниками (рівень сформованості уявлень про норми і правила моральної поведінки, розуміння мотивів поведінки героїв; ступінь сформованості умінь співпереживати та розуміти емоційний стан героїв; самостійності при зіставленні поведінки героїв із загальнолюдськими нормами та правилами; рівень готовності до активних моральних дій, вчинків та проявів). Результати експериментально-дослідної роботи виявили динаміку формування моральних дій та вчинків у дітей 5-6 років засобами авторської дидактичної казки у експериментальній групі, що дозволяє стверджувати про ефективність запропонованої методики.

Ключові слова: моральні вчинки та дії, авторська дидактична казка, діти 5-6 років, дошкільники, моральна поведінка.

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