Description theoretical analysis of process learning by preschool age children of ethical norms and safety behaviour rules are considered in this article. The essence of the interpretation of «Self»-moral concept preschooler and peculiarities of this phenomenon in the preschool years about their own security are determined. Psychological scientific approaches of child portrait for formation «Self»-moral in the context of life safety are analyzed. The age’s features of mastering by children with skills morally-safety behaviour in childhood year are described. The importance of moral education in the development of the individual child of preschool age is underlined.

Keywords: personality, preschool age children, «Self»-moral, safety, norms, skill, behaviour, moral education.

Preface/Introduction. The leading feature of highly developed democratic society is the increasing role of moral principles and life safe behavior in all areas of social life. The process of formation of the personality depends largely on the basis of the foundations, which are laid in childhood. In Ukraine adopted a number of legislative documents, regulating the preschool education, the chief among which is the Law «On preschool education», where indicated where there is a need to «the formation of a child of preschool age moral norms, the acquisition of the life of social experience» (Про дошкільну освіту: Закон України) [8, p. 5]. Implementation of moral education tasks for the young generation in Ukraine is of great educational, public, social and scientific importance. Specificity of moral education is determined by age and individual characteristics, the norms of public morality, principles regulating the behaviour etc. During the preschool period emotions and moral senses should be developed as they will ensure the formation of their moral qualities and individual traits, encourage them to adopt certain rules and regulations, develop appropriate moral motives and habits of behaviour. This important task is outlined in the state standard of preschool education in Ukraine – The Basic Component (2012): «giving priority to individual’s social and moral development, developing children’s ability to coordinate personal interests with collective ones» (Базовий компонент дошкільної освіти) [3, p. 5].

The development of the personality in the preschool years, in determined by such key factors as communication with adults (parents, teachers and peers, as well as participation in the activity. Communication and a wide variety of children’s activities are the main conditions of assimilation of the child moral human values and the fundamentals of safety in the surrounding society. During these processes is the exchange of information, planning, sharing and coordination functions, that are all that helps to create a community of children, leading joint activities in the group. Ethical measurements, safety regulations, which are formed as a result of the assimilation of the standards of conduct and reflect the child’s attitude to
the universal human values. Being in a peer group, he begins to evaluate their personal moral qualities, to be aware of the degree of safety of those or other situations differentiate emotional state. At preschool age increases the independence and the criticality of the child evaluation and self-evaluation. Children first of all assess the quality and features of behaviour of peers and myself, who are more amenable to evaluation by others and from which to a greater extent depends on their position in the group. The importance of the question raised is that the vital moral and safe behaviours, acquired in the preschool age during the communication and activities in the peer group, should not offset in the future. This is the basis of the formation of the personality of the child, to which special attention should pay teachers of preschool educational institutions.

The analysis of the literature. The study of the available literature data shows that for the successful vital activity of the individual in society it is necessary to ensure a complex of knowledge of safety rules and standards of moral conduct. According to L. F. Korzeniowski [1, p. 36], the training system security issues to encompass the whole population, and begin at the youngest ages. The first educators of the child preschool age become his parents; some aspects of security can be studied in children preschool age in the relevant preschool institutions. All work should be directed to the formation of those or other qualities needed to improve the level of security in later life (L. F. Korzeniowski et al. – Л. Ф. Корженевский, Я. О. Сериков) [4]. That is, in the organization of the educational process of preschool educational institutions special effect must be given to the personal growth of the child, the development of the moral sphere and safe activity.

The dominance of a group influence is a condition of formation of a child’s personality, because the child is in contact with peers and adults. For the successful implementation of the set tasks: getting acquainted with the forms of safe behaviour, explanation of necessity of observance of the generally accepted norms of morality, the introduction of the scope of child and social community, etc., teachers of preschool educational institutions plan to different types of activity of children. On this issue also carried out research, the aim of which was to examine the implementation of the complex measures for the realization of planned: «this also applies to the creation of projects on safety, taking into account the existing rules and regulations.» (J. S. Reitspi) [2, p. 207]. Thus, in order that the children have learned the necessary knowledge and they formed the skills of conduct in society, educators conduct systematic studies and organize other activities.

Significant component of the development of personality in the preschool years, is the provision of psychological comfort, permanent monitoring of the features and analysis of behavioural reactions of the children. Only on this basis it is possible the formation of a preschool children morally-positive qualities and bases of safe behaviour among peers in terms of preschool educational institutions. In the organization of activity of children it is important to remember that «security is not just an abstract definition and original sphere of human existence.; organic combination of the desire of man to living in the most favorable for the normal life of the development of conditions...» (A. M. Kuzmenko et al. – А. М. Кузьменко, А. С. Януш) [5, p. 99]. Therefore, formation of personality, and subsequently the company safe type, will serve as an effective factor in mastering the norms of public morality.

Objective article. The aim of the article is based on the analysis of scientific literature specify the process of assimilation of children of preschool age of ethical standards and rules of safe behaviour (in the format of the lines of research into «the System of education for safe life»); disclose the impact of communication and activities of children on the formation of safe the relationship of children in stable groups of peer educators in preschool educational institution; describe the age-specific features of mastering the children the skills of moral and safe behavior in the preschool years; identify the constituent impact (among which morality as a basic quality) on the personality in the process of creation of children.

The main contents. To identify the nature of the process of formation of moral and safe skills of behaviour in children who are in groups with their peers in terms of preschool educational institutions, analyzed the main foreign theories of personality. E. Erickson, pointed out that a person develops gradually, characteristic for the individual models of behaviour are caused by psychosocial stage, having a certain age indicators. The preschool period of my childhood are the first three, during which develop «basal confidence – basal distrust; autonomy – shame and doubt; initiative fault»; the strengths are the «hope, strength of will and purpose» of (by L. A. Hjelle et al. – Л. А. Хьелл, Д. Дж. Зиглер) [9, p. 220]. On E. Erickson, «the child, having the basal sense of «inner certainty», perceives the social world as a safe, stable place, and the people as caring and reliable» (by L. A. Hjelle et al. – Л. А. Хьелл, Д. Дж. Зиглер) [9, p. 221].

Accordingly, when the child already has the ability to anticipate danger and discomfort, then he can cope with the reality and make decisions. But for this it is necessary unobtrusively, but clearly restrict the child in those spheres of life that are potentially or actually are dangerous both for the children themselves and for others. In this age of «social addition autonomy – the rule of law» (E. Erickson) (by L. A. Hjelle et al. – Л. А. Хьелл, Д. Дж. Зиглер) [9, p. 224]. In the format of our studies, the «rule of law» should be viewed as a system of moral rules and standards that are necessary for the formation of personality. Finally, in the age of from three to six years of a child shows his own volition, that the necessary support for the development of activity and responsibility for himself and his own world.

The theme of the activity is present in the humanistic theory E. Fromm. He pointed out that the «spontaneous activity we are seeing the children, who usually act in accordance with their internal nature, and not according to social norms and taboos» (by L. A. Hjelle et al. – Л. А. Хьелл, Д. Дж. Зиглер) [9, p. 249]. According to the E. Fromm, important in the development of personality is the compensation in the form of a feeling of security and a feeling of belonging to a particu-
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personality is important in the development of

the behaviour of the child is not aware of the security..., shall be sent to feel

ings of helplessness, fear, guilt...» (by L. A. Hjelle et al. – L. A. Хьелл, Д. Дж. Зиглер) [9, p. 256]. It

was introduced the term «basal alarm» as a child of

handy sense of what will happen to him something bad. The

alarm has a direct link with fear. Under the fear we

understand the reaction to a close, the real danger,

then as the alarm condition caused by uncertainty,

hiden or imaginary danger. It occurs when a child’s

behaviour at odds with the proclaimed adults mor-

als and standards, and the child sees that someone from

the peers of his group violates these norms (he searches

for the answer to the question: «what will be after

what he had done?»), when he gets in an unusual

situation and did not know what was expected of

him around, and so under. Thus, the key in the for-

mation of moral and safe skills of behaviour in pre-

school children in a peer group is the upbringing and
development of an adequate understanding of the

reality of the social motives, their regulatory neces-
sary, as well as the ability to relate themselves with

the real dynamics of events (L. V. Lokhvytska – Л.

В. Іжелл) [6; 7].

An important aspect of the formation of be-

havior, according to A. Maslow, is motivation, built

on a hierarchy of needs, among which the moral

(love, self-esteem, etc.) and security. These include

the needs of the organization, stability, law and or-

der, and so under. It is for children, A. Maslow, it

is necessary to provide security needs: «if the

child does not feel in safety, he becomes anxious,

suspicious...» (by L. A. Hjelle et al. – L. A. Хьелл,

Д. Дж. Зиглер) [9, p. 490]. That is, it will be una-

ble to internalize the generally accepted social and

moral norms and rules of behaviour.

For the evolution of the moral-safe skills of

the behaviour of the need to develop a «domestic ob-

servers» (the ability to hear, see, feel). These ideas

relate to a number of principles of humanistic psy-

chology C. Rogers. He, describing the portrait of a

healthy person, gave a description of: the trust to

himself as an important source of information using

his own sensations, feelings and thoughts. But, as a rule,

in everyday life everything happens in a different

way, people listening to the advice of others. That

is, in the first place in the development of the per-

sonality should be the relationship to itself, to an-

other, the meaning, goals and values. In the opinion

C. Rogers, a healthy personality flexible, open, not

constantly resorting to protective reactions, regard-

less of external influences, and centered on herself.

Optimally actualize, she fully live each new mo-

ment of life, sportive, well adapts to changing con-

tions, tolerant of others, emotional and reflexive.

C. Rogers has allocated such personality traits: open

to internal and external peace, sociability, expressed

empathy, trust, and so on. The development of the

personality is expressed in the discipline of the

mind, emotions and actions «good thoughts give rise

to the good words, good words create good deeds»

(by L. A. Hjelle et al. – Л. А. Хьелл, Д. Дж. Зиглер)

[9, p. 545]. Such a person has the ability to give the

full balance of their thoughts, feelings and actions,

spontaneously take decisions.

Morality and safety in children’s behaviour de-

pends largely on the attitude to yourself, other peo-

ple and the world as a whole. Indicator in their de-

velopment is the emotional sphere of the child. A

striking example is the alarm, which is understood

as integral manifestation of exclusion. Under alarm

imply a mental condition, which occurs in conditions

of uncertainty (i.e. risk). In such cases, if a child there

was a shortage of information about the model of be-

haviour, he begins to fear, it’s not right to do those or

other actions. The extent and intensity of anxiety de-

pend largely on the level of personal certainty «Self».

A child in a state of alarm is located in an uncertain

sense of what will happen to him something bad. The

alarm has a direct link with fear. Under the fear we

understand the reaction to a close, the real danger,

then as the alarm condition caused by uncertainty,

hiden or imaginary danger. It occurs when a child’s

behaviour at odds with the proclaimed adults mor-

als and standards, and the child sees that someone from

the peers of his group violates these norms (he searches

for the answer to the question: «what will be after

what he had done?»), when he gets in an unusual

situation and did not know what was expected of

him around, and so under. Thus, the key in the for-

mation of moral and safe skills of behaviour in pre-

school children in a peer group is the upbringing and
development of an adequate understanding of the

reality of the social motives, their regulatory neces-
sary, as well as the ability to relate themselves with

the real dynamics of events (L. V. Lokhvytska – Л.

В. Іжелл) [6; 7].

Thus, the formation of moral and safe skills of the

behaviour affects the system of relations of a child to himself and to the other children, to the

environment, their personality traits, that is the

morality of and compliance with the foundations of

security. Being in a group of peers in a preschool

educational institution, they have developed the

ability to identify, fixed moral feelings of the char-

acter and quality. Jobs for teachers – to cultivate

the positive and eliminate the negative (such as

lying, conflict, aggression, etc.).

In the formation of moral and safe skills of be-

haviour, there are two levels: the first is the personal

meaning, or the level of personal growth, which is
determined by the quality of semantic relations of the

child with peers and adults; the second – individu-

ally-psychological, the essence of which consists in the

ability of the child to build adequate communication and activity, realizing the stated purpose. On the basis of

analyzed, we can highlight the following factors influencing the formation of moral and safe skills of the

behaviour of children in the preschool age: tak-

ing responsibility for its activities; the subordination of the generally accepted moral norms; the awareness of his own choice act and its consequences; the encour-

agement of children to self-evaluation, development of the adequacy of the cognitive and protective com-

ponents of the analysis of own activity; resolution of conflicts of the inner world and the achievement of the integrity of the «Self» in the interest of generally

accepted rules of morality; development of the ability to understand, hear and accept other. Working with

preschool children, it is necessary to take into account that, for them, is characterized by individual adapt-
ability to the requirements and social environment, and the preservation of positive well-being, providing psychologically comfortable stay in a peer group. That is, it is important to know, in what mood the pupils, as participant children's activities, the number and quality of interpersonal relations between the children.

**Conclusion/Ending.** It is the preschool age that is considered to be a sensitive period for the educational actions implementation in various developmental areas, including the moral ones as well. Organization of the moral education should guide the development of the subjective world of the child to social and moral values adoption and at the same time develop creative independence in solving complex moral issues in accordance with accepted social norms. Throughout the preschool childhood children objectively evaluate other than themselves. By the end of the preschool age arises an important tumor – awareness of their behavior («Self»-moral and safety skills) and creation on this basis of inner position – an understanding of the child of the different nature of the relationship of people to him and the desire to take a certain position among adults and peers.

**References:**