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PSYCHOLOGICAL BASES OF FORMATION «SELF»-MORAL AND SAFE BEHAVIOR IN THE PRESCHOOL AGE

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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, de-

velop 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. Кожаневські, Я. О. Серіков) [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. Reitšpi) [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 creating a community 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. Hjellev 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. Hjellev 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. Hjellev 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. Hjellev 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-

lar society. Among the important needs them was highlighted «the need to establish links», which is important in the context of the issue, since preschool children exposed in different subgroups of peers during the main activity – games.

According to the socio-cultural theory of personality K. Horney, for the period of childhood is characterized by two needs: the need for the meeting and the need for security. The second need, in concept K. Horney, is important in the development of the child, because «the behaviour of the child is not aware of the security..., shall be sent to feelings of helplessness, fear, guilt...» (by L. A. Hjelle et al. – Л. А. Хьелл, Д. Дж. Зиглер) [9, p. 256]. It was introduced the term «basal alarm» as a child of loneliness and helplessness, that is the absence of the formation of any of the skills of behaviour in the surrounding, among peers age group.

In the theory of personal constructs G. Kelly, on the behaviour of the influence of emotional States: alarm, fault, threat and hostility. That is, the child lives in a strange situation, uses the construct of «good – bad», but in virtue of his still small experience cannot always control their behavior (by L. A. Hjelle et al. – Л. А. Хьелл, Д. Дж. Зиглер) [9, p. 438]. Important is an understanding of the other actors involved in the process of interaction (in our study, comfortable stay in a peer group and the accumulation of experience in «deliberate choice») [ibid].

An important aspect of the formation of behavior, 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 order, 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. – Л. А. Хьелл, Д. Дж. Зиглер) [9, p. 490]. That is, it will be unable 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 observers» (the ability to hear, see, feel). These ideas relate to a number of principles of humanistic psychology 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 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 personality should be the relationship to itself, to another, the meaning, goals and values. In the opinion C. Rogers, a healthy personality flexible, open, not constantly resorting to protective reactions, regardless of external influences, and centered on herself. Optimally actualize, she fully live each new moment of life, sportive, well adapts to changing conditions, 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 depends largely on the attitude to yourself, other people and the world as a whole. Indicator in their development 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 behaviour, he begins to fear, it's not right to do those or other actions. The extent and intensity of anxiety depend 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, hidden or imaginary danger. It occurs when a child's behaviour at odds with the proclaimed adults moral standards, when he 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 formation of moral and safe skills of behaviour in preschool children in a peer group is the upbringing and development of an adequate understanding of the reality of the social motives, their regulatory necessary, as well as the ability to relate themselves with the real dynamics of events (L. V. Lokhvytska – Л. В. Лохвицька) [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 character 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 behaviour, 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 – individually-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: taking responsibility for its activities; the subordination of the generally accepted moral norms; the awareness of his own choice act and its consequences; the encouragement of children to self-evaluation, development of the adequacy of the cognitive and protective components 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 behaviour («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.

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ПСИХОЛОГІЧНІ ОСНОВИ ФОРМУВАННЯ «Я»-МОРАЛЬНОГО І БЕЗПЕЧНОЇ ПОВЕДІНКИ В ДОШКІЛЬНОМУ ВІЦІ

Анотація

У статті представлено опис теоретичного аналізу процесу формування у дітей дошкільного віку етичних норм і правил безпечної поведінки. Розкрито сутність інтерпретації концепції «Я»-моральне і особливості цього явища в дошкільному віці щодо власної безпеки дошкільника. Проаналізовано психологічні наукові підходи формування «Я»-морального в дитячому портреті в контексті безпеки життєдіяльності. Схарактеризовані вікові особливості оволодіння дітьми навичками морально-безпечної поведінки в дошкільні роки. Підкреслюється значення морального виховання у розвитку особистості дитини дошкільного віку.

Ключові слова: особистість, діти дошкільного віку, «Я»-моральне, безпека, норми, вміння, поведінка, моральне виховання.

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ПСИХОЛОГИЧЕСКИЕ ОСНОВЫ ФОРМИРОВАНИЯ «Я»-НРАВСТВЕННОГО И БЕЗОПАСНОГО ПОВЕДЕНИЯ В ДОШКОЛЬНОМ ВОЗРАСТЕ

Аннотация

В статье представлено описание теоретического анализа процесса формирования у детей дошкольного возраста этических норм и правил безопасного поведения. Раскрыта сущность интерпретации концепции «Я»-нравственное и особенности этого явления в дошкольном возрасте относительно собственной безопасности дошкольника. Проанализированы психологические научные подходы формирования «Я»-нравственного в детском портрете в контексте безопасности жизнедеятельности. Охарактеризованы возрастные особенности овладения детьми навыками нравственно-безопасного поведения в дошкольные годы. Подчеркивается значение нравственного воспитания в развитии личности ребенка дошкольного возраста.

Ключевые слова: личность, дети дошкольного возраста, «Я»-нравственное, безопасность, нормы, умения, поведение, нравственное воспитание.