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DIAGNOSIS OF THE EMOTIONAL COMPONENT OF THE MORAL VALUE FORMATION OF SENIOR PRESCHOOL CHILDREN

The article deals with the results of the diagnosis of the emotional component of the moral value formation of senior preschool-aged children. The formation of the emotional sphere of the senior preschool child within the context of the formation of moral values was assessed by the following indicators: awareness of the emotional states of others, personality orientation, development of social motives of behavior in the situation of choice, and the ability to express empathy. For the purpose of diagnosis, the following research was utilized: "Studying the understanding of the emotional states of people depicted in the picture" (G. Uruntaeva, Yu. Afonkina), "Studying children's awareness of moral norms" (G. Uruntaeva, Yu. Afonkina), "Let's do it together" (R. Kalinin), "Mosaic", "Motives in the situation of choice", and "The nature of empathic reactions and behavior of children" (A. Shchetinina). The analysis of the aforementioned methods allowed us to determine the general level of the emotional component of the moral value formation of senior preschool children. A zero level was demonstrated by 25.4 % of preschoolers, 36.6 % of children achieved an elementary level, 22.9 % of children achieved a satisfactory level, and 15.1 % of preschoolers achieved a high level of emotional and motivational components formation. The results of the diagnosis proved that the majority of preschoolers are aware of the basic emotions of other people, but they are not able to explain the reasons for this yet. In the majority of cases, empathy manifestation appears with the help of adults and social motives are not formed; during interpersonal interaction orientation "on oneself" predominates. This situation proves the necessity of purposeful work with preschoolers in order to develop their emotional and motivational spheres.

Key words: moral values, a child of the senior preschool age, diagnosis of emotional and motivational components formation, the level of the emotional component formation.

Introduction. Basic preschool education components in Ukraine highlight the need to form a child's social and communicative competences, the contents of which include the formation of the basic elements of moral values of the individual: awareness and implementation of the basic social and moral norms during interaction with others, positive attitudes towards people, the ability to empathize, a willingness to help others, and the ability to find adequate ways of communicating with others in different life situations.

An analysis of research articles and publications on the topic. The issue of moral value development was studied in the disciplines of psychology and pedagogy by I. Bekh, B. Bratussem, L. Vygotsky, O. Zaporozhts, A. Kiriakova, D. Leontiev, T. Pirozhenko, M. Rokich, O. Smirnova, and others. However, the peculiarities of moral value formation in preschool age children, including the psychological mechanisms of this process, pedagogical conditions, and methods of moral value upbringing are not covered in contemporary scientific literature.

The purpose of the article. The purpose of the article is to diagnose the levels of the emotional component of moral value formation in senior preschool children.

The study was conducted at preschool educational institutions in Zhytomyr (№ 46, № 66, № 68 and educational complex № 11) and Andriivka, Chernyakhiv district, Zhytomyr region (preschool educational institution "Kraplynka"). The study involved 126 children of senior preschool age.

Results. We understand the moral values of older preschoolers as weakly conscious, unstable semantic entities. They are based on the emotional and valuable relation to another person, as well as the need to unite with others and to generalize ideas and knowledge about relationships based on the principles of justice, humanity, responsibility, and human dignity. These are developed and manifested through adaptive behavior that is oriented on norms

provided by adults. The content structure of the moral values of senior preschool-aged children contains cognitive, emotional and activity components [1].

The development of emotional and sensory spheres is fundamental for the moral values development. In general, emotions are the central mental function at the preschool age.

The formation of the emotional sphere of senior preschool children was evaluated according to the following indicators: awareness of the emotional states of others, orientation of the individual, development of social motives of behavior in the situation of choice, and ability to empathize.

Indicator: awareness of the emotional states of others was determined through utilization of the methods expounded within the research entitled "Study of the understanding of the emotional states of people depicted in the picture" (G. Uruntayev, Yu. Afonkina) and the third stage of the methodology as stated in "Studying the awareness of children by moral norms" (G. Uruntayev, Yu. Afonkina) [5].

The third stage of the methodology stated in "Studying the awareness of children by moral norms" allows us to determine how children are aware of emotional states, the desires of peers in the situation of interaction and whether they are ready to act in accordance with wishes of peers against their own interests. Preschoolers read a poem by N. Blaginina "Gift", in which it was told that a girl gave her friend her favorite toy – a frog, because she liked it. After the reading, the children were asked to answer the question: "What toy was the girl's favourite? Was it hard for her to give the toy frog to her friend? Why did she give the toy to her friend? Was she right or wrong? What would you do if a friend liked your favourite toy? Why?".

33,3 % of preschoolers demonstrated a zero level of awareness of the emotional states of others. This manifested itself in the fact that children partially understood the emotional states of their peers, but were not ready to let that supersede their own interests. We also included preschoolers who could not answer these questions to this group. They said the following: "The girl shared a toy, although she was sorry; I do not know if I would share, I also want to play", "I do not know what the girl felt, but she did the right thing, but I do not know why".

34.6 % of preschoolers demonstrated an elementary level of awareness of the emotional states of others. This was manifested in the fact that preschoolers were aware of the emotional states of their peers, tried to explain the causes of these conditions, assessed the actions correctly, but often from the standpoint of their own benefit. Selflessness was not observed yet: "The girl is not sad to share the toy frog, because she is a good girl, it's the right thing to do, but I do not know why", "the girl shared her toy with a friend, because she was asked to, that's right, I would also share, and would like to get a toy from a friend in return".

Furthermore, a sufficient level was demonstrated by 19,2 % of children and a high level was shown by 12,9 % (their answers were more detailed and reasoned). Preschoolers were aware of the emotional states of their peers, named their possible causes, assessed the actions correctly, and realized that helping another person required some effort. This resulted in a rejection of their own desires: "The girl was sorry to give the toy frog, but she shared, because a friend asked; that's right, I would also give my friends my favorite toy to play too".

To identify levels of awareness of the emotional states of others, the methods stated in the "Study of understanding the emotional states of people depicted in the picture" were also utilized. Children were shown photos and drawings of people in a certain emotional state and asked to name the emotion. It should be noted that only pictures or photos depicting basic emotions (sadness, grief, fear, anger, joy, happiness, surprise) were shown.

21,9 % of preschoolers achieved a zero level of understanding of the emotional states of people. Children were inaccurate or named emotions incorrectly in half of the cases. Some did not provide an answer at all. These children needed help from the teacher in determining the emotional state. The most common mistakes were the following: calmness was confused with sadness and surprise with fright. Instead of naming fear or anger, the child stated that the boy

(girl) felt bad. The child could not give reasons for their choices; only in some cases was the child able to explain a situation that provoked such emotions.

The majority of preschoolers (51,2 %) demonstrated an elementary level of understanding of the emotional states of people. Children could name emotional states, but were often inaccurate. In addition, children commonly referred to situations or possible causes of the emotional states that were evaluated. For example: "The boy is good, he is cheerful and well and feels fine"; "The boy is frightened, he feels bad because he is afraid of something".

A sufficient level was demonstrated by 26,9 % of preschoolers. They named the emotions of the person depicted in the picture precisely and independently. They often recollected situations that caused similar emotional states in them. In most cases, they could point out facial features that helped them to identify certain emotions. For example: "The boy laughs, his eyes sparkle and his mouth is open"; "The girl is sad, she feels bad, someone seems to have offended her, she has a wrinkled face, she wants to cry". Students demonstrating a high level of understanding of emotional states of people were not identified. We did not see children who named all basic emotions, as well as identifying the correlating facial expressions and postures, independently and correctly.

Indicator: personality orientation was determined using the methodological practices included in "Let's do it together" (R. Kalinina).

27,5 % of preschool children demonstrated negative personality orientation (a zero level). These children did not demonstrate orientation on a partner, but instead focused on satisfying their own interests at the expense of others. Thus, when playing together, they often did not want to share toys (they said "I will not give this to others", "my toy"), would pick up their partners' toys and things, would not seek to establish interaction, and would express constant dissatisfaction with the actions of their peers ("What are you doing?", "I wanted to do it this way"). An elementary level was demonstrated by 39,2 % of preschoolers. During interactions, they showed signs of both positive and negative personality orientation. Depending on the situation, they would either share toys or take them away from friends. Sometimes they played together for a short time, spoke kindly with their peers, and sometimes they argued. In the majority of cases, they demonstrated positive attitude towards peers. 19,6 % of preschoolers (a sufficient level) demonstrated positive orientation towards their peers. Negative attitude was less common. 13,7 % of children had strong positive attitude towards their peers and there was almost no negativity present. These preschoolers shared toys, tried to establish interaction, used the pronouns "we" and "us", paid attention to the actions of their partner and evaluated them positively, giving advice and trying to fulfill their wishes.

Similar results were obtained when the methodology contained in the research "Mosaic" was utilised. This allowed for us to measure the level of emotional involvement of the child in the activity of peers, which further indicates the orientation of the individual.

Indicator: development of social motivations in the situation of choice. The methodology presented in "Motives of Behavior in the Situation of Choice" was utilized in order to allow us to reveal the level of social motives formation. Children were offered to make cardboard cubes and give them to the children in the nursery (in some groups children made three-dimensional figures). 27,6 % of preschool children agreed to give presents to children right after the teacher's offer (a high level). Another 18,4 % of children agreed to give their crafts away only after the teacher said that children in the nursery were very small and they could not do it themselves (a sufficient level). 13,2 % of preschoolers agreed to give their toys to children after they had played with them for some time and the teacher reminded them once again a few hours later (an elementary level). A significant number of preschool children (40,8 %) took their crafts home and refused to share them with others (a zero level).

Indicator: ability to express empathy. According to the results of the methodological study, "Nature of Empathic Reactions and Behaviors in Children" (A. Shchetynina), 11,8 % of

preschoolers showed a zero level of empathy. These children tended to have episodic interest in the emotional behavior of their peers, but their reactions were more focused on themselves. So, when another child was upset, they did not want to calm that child down and would only use phrases like "I do not cry", "I was also hurt, but I did not cry". Empathy was present only at the request of an adult. This was done independently, in order to receive the praise of an adult; the child even informed the teacher that he had helped his friend. 47,1 % of preschoolers demonstrated an elementary level of empathy. Children in this group did not only observe the emotional behavior of their peers, but sometimes "got infected" by their condition and tried to adequately respond to it. For example, the child would share sweets, toys, and hug or stroke their upset peer so that he would calm down a bit. However, this reaction was not frequent. Consequently, the empathic manifestations of preschoolers of zero and elementary levels were still fully dependent on the support and presence of adults.

23,5 % of children demonstrated a sufficient level of empathy, and 17,6 % of preschool children a high level of empathy. These children reacted to the emotional behavior of peers, "got infected" by it, and responded adequately to the feelings of peers. If peers were upset – they independently, without the reminder of an adult, tried to calm them down (gave candies or toys). When their friends were in good mood, they were happy for them. When amongst preschoolers who showed zero and elementary levels of empathy, these higher level children reacted by comparing their own actions to those of their lower level peers in similar situations ("I also did not want to, but I cleaned the room", "I was also hurt, but I did not cry"). They also tried to speak about their moral actions with an adult in order to receive praise. Compared to lower levels, preschoolers are much less likely to encounter situations in which they passively watch a child experiencing a certain emotional state or do not know how to act in such situations.

The analysis of the methods conducted allowed us to determine the general level of the emotional component of moral value formation of the senior preschool-aged children.

A zero level of the emotional component of moral value formation was demonstrated by 25,4 % of preschoolers. They showed episodic interest in peers' emotional behavior, but they did not understand and, accordingly, did not take into account their interests and needs. As a result, choices were in their favor. Empathy was sometimes shown verbally. For example, they would state, "when I was hurt, I did not weep". Empathy in action was revealed at the request of an adult, who would also advise on what actions to take to calm or help a friend. In order to receive the praise of an adult, empathy was revealed independently. Preschoolers showed a negative orientation towards peer partners; they fulfilled their wishes at the expense of others. They revealed indifferent or inadequate emotional attitudes to their peers, and their replies about peer activity were neutral or negative ("I did better", "You can not do it", "and this is not how it should be done"). Social motives of behavior were not developed.

36,6 % of preschool children demonstrated an elementary level of the emotional component of moral value formation. Children of this group paid attention to the emotional state of their peers, becoming "infected" by their condition and trying to respond adequately to it. However, these reactions were still rare. In most situations, the actions of preschoolers were aimed at satisfying their own interests, which was due to the lack of understanding of their peers' feelings. If children understood a situation, or had experienced it before, they were capable of expressing empathy. Signs of both positive and negative orientation to another person were roughly identical in their behavior. Their comments were either neutral or negative. Emotional attitudes towards peers can be adequate, inadequate and indifferent. Social motives were manifested with the great support of the adult.

A sufficient level of the emotional component of moral value formation was demonstrated by 22,9 % of children. Preschoolers often responded adequately to feelings and emotional states of their peers and were capable of making the first step when it came to showing

empathy. These children also often experienced empathy, which they expressed verbally, guided by their own experience in similar situations. There were also actions of empathy or help exhibited in order to receive an adult's praise. Preschoolers often tried to tell adults about their moral actions in order to receive praise, which points towards the instability of empathic manifestations. In situations of choice, they demonstrated the ability of humanistic empathy, although they did not understand the emotional states of people clearly. Fewer situations were encountered when they were simply watching their peers indifferently, because they did not know how to act in situations, or did not understand their feelings. They demonstrated a mainly positive orientation towards peers, and negative manifestations were rare. As a rule, positive comments prevailed over the negative ("let me help", "now you will do it right"). Neutral comments were less common, negative comments almost unheard of. Furthermore, these preschoolers demonstrated an adequate emotional attitude to their peers: they were happy for them, wanting to help and be supportive. Inadequate and indifferent emotional reactions were absent and social motives were usually elicited through the minor assistance of an adult.

A high level of the emotional component of moral value formation was demonstrated by 15,1 % of preschool children. Preschoolers understood most of the main emotional states of people at an adequate level and, without the help of an adult, responded adequately to them. They could calm down and comfort others when necessary. Verbal expression of empathy was less frequent. The child did not take actions in order to receive the praise of an adult.

Preschoolers had a steady, positive attitude towards their peers and negative manifestations were almost absent. The child was interested in peers' activities, was able to leave everything aside and help their friend when needed. Their comments were always positive and emotional attitude to their peers was adequate. Social motives of behavior were completely formed.

Conclusions and perspectives for further research. The experiment conducted confirmed that the majority of older preschool children (62 %) have zero and elementary levels of the emotional and motivational components of moral values formation. This is manifested in a lack of emotional understanding of others, indifferent or negative attitudes towards them, and, consequently, the underdevelopment of social motives of behavior. Perspectives for further research are the diagnosis of the levels of the cognitive and activity components of moral values formation and the determination of the general level of moral values formation of the senior preschool-aged children.

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Діагностика сформованості емоційно-мотиваційного компоненту моральних цінностей у дітей старшого дошкільного віку.

У статті розглядаються результати діагностики рівнів сформованості емоційно-мотиваційного компоненту моральних цінностей у дітей старшого дошкільного віку. Сформованість емоційної сфери старшого дошкільника в аспекті формування моральних цінностей оцінювалась за такими показниками: усвідомлення емоційних станів оточуючих; спрямованість особистості; розвиток суспільних мотивів поведінки у ситуації вибору; здатність до емпатії. З метою діагностики були використані наступні методики: "Вивчення розуміння емоційних станів людей, зображених на картинці" (Г. Урунтаєва, Ю. Афонькіна), "Вивчення усвідомленості дітьми моральних норм" (Г. Урунтаєва, Ю. Афонькіна), "Зробимо разом" (Р. Калініна), "Мозаїка", "Мотиви поведінки у ситуації вибору", "Характер емпатійних реакцій і поведінки у дітей" (А. Щетініна). Аналіз проведених методик дозволив визначити загальний рівень сформованості емоційно-мотиваційного компоненту моральних цінностей у дітей старшого дошкільного віку. Нульовий рівень продемонстрували 25,4 % дошкільників, елементарний рівень виявили 36,6 % дітей, достатній – 22,9 % дітей, високий рівень продемонстрували 15,1 % дошкільників.

Результати діагностики довели, що старші дошкільники у своїй більшості достатньо точно усвідомлюють базові емоції оточуючих, проте пояснити їх причини поки що не можуть. Емпатійні прояви у більшості виявляються за підтримки дорослого, суспільні мотиви поведінки поки що не сформовані, у міжособистісній взаємодії переважає спрямованість "на себе", а не "на іншого". Така ситуація доводить необхідність проведення цілеспрямованої роботи з дошкільниками з метою розвитку їх емоційно-мотиваційної сфери.

Ключові слова: моральні цінності, дитина старшого дошкільного віку, діагностика сформованості емоційно-мотиваційного компоненту, рівні сформованості емоційно-мотиваційного компоненту.