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THE FORMATION OF MORAL QUALITIES IN PRIMARY SCHOOL PUPILS WITH THE USE OF DIDACTIC GAMES

The younger school age is considered to be one of the most important periods for the formation of human personality. At this age character traits and moral qualities are formed more intensively. That is why it is important to form human values in primary school pupils. In the process of complex realization of educational tasks, the teacher should pay particular attention to didactic games as a means of forming pupils' consciousness, morality and the world outlook. Therefore, the teacher directs all efforts to nurture the feelings of patriotism and loyalty, teaches pupils to feel the grandeur and beauty of work and nature.

The problem of forming younger pupils' moral qualities can be found in the works of such scientists as A. A. Huseynova, N. Ye. Shchurkova and others. A significant contribution to the system of moral education was made by V. O. Sukhomlynskyi, A. S. Makarenko, N. Vyshnehradskyi, and K. Ushynskyi.

T. Shevchenko, I. Franko, M. Kotsyubynskyi, P. Hrabovskyyi, Lesya Ukrainka promoted the methodology of moral education based on the educational traditions of the Ukrainian people and their history. In particular, they pointed to the necessity of comprehensive child-rearing, criticized the limitation of women's social role and upbringing "home", family psychology in women. They tried to solve this problem at a theoretical and practical level [5].

The formation of primary school pupils' moral qualities is impossible without moral education. Therefore, modern didactics appeals to game-based learning that gives great possibilities of effective interaction between the teacher and pupils. According to the researchers, using games allows to increase the activity, independence and interest of the pupils in the process of cognition, to make learning activities personally meaningful, to facilitate the process of acquiring new knowledge and skills.

Game is one of the most important activities of the child, a means of comprehensive development, an important method of education and the formation of moral traits. The game activates all components of the child's personality: will, intelligence, cognition, feelings, emotions, needs. Its important feature is the positive emotional tone, the joy that leads to increased cognitive activity, self-expression and self-disclosure [1].

Games foster friendly, sociable relationships between their participants that is between children and educators, pupils and teachers. During the game, there is a need for cooperation and the necessity to follow certain rules. While playing, children learn to control their own feelings and respect other people's rights [2].

Didactic game is a game aimed at developing the child's need for knowledge, active interest in what may become the new source of this knowledge, improving cognitive skills. The solution of the didactic task also forms the will. Conscientious sticking to

the rules requires patience and discipline. It also teaches honesty, justice, influences the development of children's arbitrary behavior, organizational skills. The content and the rules of didactic games help educators to form children's moral ideas and concepts about careful attitude to the products of adults' work, norms of behaviour, relations with peers and adults, etc.

Moral upbringing is the most important part of the formation of children's ethical behaviour. Ethical habits of children reflect primarily their culture of behaviour, the culture of appearance, language, their attitude to things, the way they communicate with people [4].

When talking about the culture of behaviour of primary school children, we have in mind certain skills. They are connected with the personal cleanliness, neatness, cleanliness of clothes and shoes, food culture (behaviour at the table, ability to use cutlery), the culture of interaction with adults and peers at home, in the street, in public places, in the kindergarten, the culture of organization (the attitude to the daily regime), the culture of playing, training, fulfilling labour duties and responsibilities, the language culture (vocabulary culture, tone, language tempo, etc.).

Games teach children to communicate, develop the child's moral qualities, creativity and imagination, cultivate the feelings of mutual assistance and cooperation, contribute to expressing their independence, initiative, improvisation, self-checking. The child actively learns about the world, relationships between people, rules and norms of behaviour, his/her capabilities and individual peculiarities, realizes his/her connections with others.

One of the psychological means of younger pupils' moral upbringing is using empathy games. The main purpose of the game is to learn how to feel the mood, the essence and the condition of a certain object or phenomenon. Empathy games develop the emotional sphere of the child, nurture moral feelings, develop acting abilities. The content of the game can be any natural phenomenon or the human condition.

The examples of empathy games are "The Bears Have Recovered", "The Brave Rabbit", "Sleeping Kitten", "The Fox Is Eavesdropping", "The Sun and the Cloud", "The Flower Has Woken up", "The Puppy in the Rain". The teacher can also organize empathy games based on the works of V. Sukhomlynsky focusing on the children's interests and moral qualities. These are such games as "What Happiness!", "The Nightingale and the Beetle", "How Murko Was Surprised" [3].

The further development of children's moral qualities is carried out with the help of the following didactic games:

- "What Is Bad and What Is Good" (the children view the pictures of different situations and evaluate them);
- "The Magic Word" (the children are standing in a circle and name "magic words");
- "The Wise Owl" (the children think of a situation that happened with the forest dweller and ask for Owl's piece of advice);
- "Good Birds" (a child on behalf of the bird tells what good deed it has done for the forest, for people, for animals, etc.);

- “Good Kolobok” (the children think of the situations in which good Kolobok helped the forest dwellers who are depicted on their cards);
- “Evaluate the Deed” (the children evaluate the deed that is depicted on the card, then they colour the cards green if the deed is good and red if the deed is bad).

In these didactic games children learn to solve a game problem independently, analyze and evaluate the success of the others, communicate and play together.

While forming the skills of cultural behaviour, the teacher should influence the children’s minds and feelings and make sure that they can practice these skills. Thus, the moral qualities of primary school children are developed not only under the influence of adults, peers and families but also under the influence of the teacher. Therefore, in order to bring up a moral child, the teacher should be a moral person himself so that he could be a role model for his pupils.

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