



Measures to educate moral emotions for 4-5 years old children through literary works at Khuon Ha kindergarten, Lam Binh district, Tuyen Quang province

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Article Info

ISSN (online): 2582-7138

Volume: 05

Issue: 04

July-August 2024

Received: 08-05-2024;

Accepted: 03-07-2024

Page No: 316-320

Abstract

Literary works in preschool education programs are considered a means and a form to integrate the content of educating children about moral emotions. The education of moral emotions through literary works has attracted the attention of many teachers. However, because teachers do not know how to apply good measures to teach children moral feelings through literary works, the results of forming moral feelings for 4-5 years old children are not high. To solve the above problem, the article offers some measures to educate moral emotions for 4-5 years old children through literary works.

DOI: <https://doi.org/10.54660/IJMRGE.2024.5.4.316-320>

Keywords: Moral emotional education, literary works, preschool education, intellectual education

1. Introduction

Moral emotional education is an indispensable part of human character education.

Preschool age is the first age in every person's life. Preschool level is the first level in the education and training levels - the level where a child's development is proven to be the most important, determining the child's future development. Therefore, if we focus on educating children with correct moral concepts and behaviors right from preschool age, especially at the age of 4-5 years old, we will lay the foundation for the child's future morality. At the same time, giving children an important motivation to help them develop and act in the right direction during their adulthood.

Literary works are an important part of comprehensive personality education. It always has a close relationship with other aspects of education.

+ For intellectual education: It is a necessary premise to expand understanding of ethical relationships (relationships between individuals, between individuals and collectives). Form and develop skills to comment and evaluate the ethical attitudes and behaviors of yourself and others.

+ For aesthetic education: The level of moral development has a strong influence on aesthetic education. Positive emotions, moral feelings, and civilized behavior are the basis of aesthetic education. For example, children like to be clean and neat in personal and collective activities, like to do many good things to help teachers, parents, friends... That is to help children know how to aim for beauty, like beauty and Have a desire to create beauty.

+ For physical education and labor: Educating children in clean, civilized behavioral habits, liking to do moderate work such as helping themselves to food, helping friends, parents, and teachers get spoons, baskets of toys, putting away bowls when finished eating... This is to contribute to developing physical strength and educating children on working habits.

Therefore, teachers can rely on these advantages of literary works to integrate moral and emotional educational content. In reality, in today's kindergartens, most teachers do not know how to properly take advantage of the advantages of cultural teaching to integrate the implementation of the content of teaching preschool children (MG) moral emotions.

2. Principles for developing measures

2.1 Principles to ensure purpose

The goal of Early Childhood Education is to educate and develop children's comprehensive personality in terms of physical, cognitive, language, social emotions and aesthetics. Measures to develop moral emotions for children in preschool must ensure educational goals according to the Early Childhood Education Program issued by the Ministry of Education and Training. The content of measures to develop children's moral emotions in the children's learning program must ensure the building of the human model that education has set out. Make sure to always identify the right orientations, ideas and motivations for preschool children to actively participate in activities and social relationships to voluntarily train themselves according to educational goals. Specifically, the proposed measures need to closely follow the set educational goals and try to realize those goals in the process of organizing measures to develop moral emotions into the preschool teaching program.

2.2. Principles ensure practicality

Ensure that the characteristics, requirements and practical conditions of the moral and emotional education program for children in early childhood education are met. Especially in current educational practices, educating children about moral emotions is important for forming the capacity and qualities of a modern citizen.

Ensure compliance with program requirements and activity plans of preschools in Yen Son district - Tuyen Quang. Specifically: facilities, equipment, utensils, toys... play area, group activities for children.

Ensure that requirements for teachers are met, focusing on the pedagogical capacity and quality of teachers.

2.3. Principles to ensure integration

Ensure the implementation of child-oriented, child-centered measures. Moral emotional content for children integrated into the Early Childhood Education program must be oriented towards topics and issues close to children's lives and be integrated and woven into children's daily learning activities. Create conditions for children to apply what they know to new situations and new circumstances.

Ensure the formation and development of general qualities and abilities in children, not emphasizing individual knowledge and skills.

Make sure to organize activities for children in many different forms such as: individual, group... to create attraction for children.

Make sure to choose and use a combination of steam education methods to encourage children to participate actively, proactively and creatively in a safe and attractive educational environment.

2.4. Principles to ensure fitness

Measures to educate children about moral emotions must ensure that they are suitable for 4-5 year old children. The reasonableness when organizing moral and emotional education activities for children is reflected in the fact that teachers choose activity content according to a system from easy to difficult, from simple to complex in accordance with children's abilities in order to:

- Help children easily access and comprehend knowledge appropriate to their abilities. From there, children can expand their research, expand their problems, connect with their own

experiences, and form design thinking.

- Form children's ethical behavior skills

- When the activity is suitable for children, they will be confident and will motivate them to try to perfect their products independently.

Ensuring the exploitation of children's hidden abilities, creating conditions for children to reveal their inherent abilities through educational activities. Assign tasks to children from easy to difficult, only help when the child is really difficult and absolutely do not do it for them.

2.5. Principle of ensuring inheritance

Inheritance is the succession of stages together, based on the achievements of the previous one. When researching and proposing measures to educate moral emotions for children in general, we must know how to inherit previous achievements and experiences, know how to promote the positive elements of traditional measures, and at the same time add additional New measures are more effective, more creative, and suitable for new trends, conditions and circumstances. Therefore, when proposing measures to educate children's moral emotions for 4-5 year old children, it is necessary to ensure the inheritance of traditional measures that previously existed and were implemented.

Inheritance is done in the following ways: either inheriting all the measures, or inheriting the optimal points of each measure, avoiding outright negation and creating a completely new system of measures that are not based on Practice. Inheritance is the continuity between the past (what has been done) with the present (what is being done) and the future (the movement and development of educational issues).

3. Some measures to educate moral emotions for 4-5 year old children through literary works at preschools thirty first. Use a variety of visual aids to educate children about moral emotions

3.1.1 Purpose of implementing measures

In any shared activity now, in order to attract children's attention and interest, teachers need to use visual aids and pictures to interest children in absorbing the lesson. For educating children about moral emotions through literary works, the use of visual aids and pictures in class is even more necessary. To be able to have tools and pictures, teachers need to research and make new visual tools themselves. This will make children more interested in class and create an attraction that attracts children to class. Because determining the importance of creative tools and toys is extremely necessary and indispensable in learning and playing activities for children in preschool, especially with the new preschool education program. Nowadays, it is very important and necessary for teachers to know how to choose creative tools and toys for class time. Utensils and toys that are beautiful, creative, safe, and suitable for the lesson will arouse interest and stimulate children to be active and creative, and they will absorb the lesson faster in educational activities. Moral emotional education for children in the past.

3.1.2. How to take measures

Visual aids come in many types. Each type has its own way of using it. Teachers need to choose visual aids that match the lesson objectives, attract students' participation, and stimulate their creative thinking. And during use, teachers need to pay attention to the following basic principles:

1. You must base on the purpose, task, content and form of the types of lessons to choose appropriate visual aids. You should not use too many visual aids for one lesson.
2. There must be an appropriate method for each type of visual aid
3. Before use, it is necessary to explain: What is the purpose of this visual tool? What problem does it solve? What content? in the lesson.
4. Ensure intuitiveness, clarity, and aesthetics. Pay attention to cognitive rules and aesthetic education for students. Do not use visual aids that are too old, sloppy drawings...
5. Know how to apply and use visual tools to other teaching methods: such as raising problems, describing, explaining... fluently and highly effectively.

For example: When teaching about the work In the story "Tich Chu", the teacher should proactively collect images such as a grandmother fanning her grandchild to sleep, suggesting to children the affection between grandmother and grandchild. Then present the powerpoint of the story to attract the children's attention... In addition to the teacher's efforts, children must sit and listen to the teacher tell the story, really seriously, not joking with their classmates. edge. Receiving literary works with friends will help children feel comfortable and open, stimulate them to be more active, but at the same time distract their attention. What real life cannot do for children, stories will help them relax and relieve. The unreal and the real make literary works even more sparkling and magical, helping children solve many problems in life. Thereby educating children about love for family members, teaching children to love, care for and appreciate the nurturing and education of grandparents and parents.

For example: In the story "The Adventures of Little Chickens", the teacher uses a visual aid, a puppet stage with characters in the story as flat puppets, to teach children to retell the story creatively. Then the teacher put those puppet characters in the literary play corner, where a child H. P was very creative and interested in the story, so he added some other characters to the story to make it more attractive and also thought of ways to different ways to save the little chickens and their friends from escaping the floodwaters.

3.2 Practice behaviors that express moral feelings for children through role-playing literary works

3.2.1. Purpose of taking measures

When playing characters, children's personalities are also revealed and improved during the process of choosing roles. During the process of choosing roles, children love to choose characters with good behavior, smart, brave, and beautiful. The teacher needs to explain and let children change many different roles so that they can experience the behaviors. good and bad, from there, children accumulate behavioral experience and understand the meaning of that behavior.

When playing characters, children experience different roles and have appropriate actions, from which they learn to adjust their behavior and attitudes when acting. For example: Children who play the role of mother must have a gentle, loving voice, know how to take care of their children, and know how to teach their children the necessary things when behaving.... Children who play the role of brothers and sisters must know how to help their parents: clean the house, pick up vegetables, fold clothes, know how to look after younger siblings... Children creatively express the expressions and

emotions of the characters, narrate in their own language and creatively role-play. . In the story of the Three Little Pigs: The Big Pig built a house of straw, the Second Pig built a house of wood and there is a scene where the two brothers laugh at the youngest brother building the house: Children can be creative by pretending to laugh at the youngest child and mocking: Why are you working so hard? Just build it like the guys here, it's cool and fast ha ha...and make gestures to go along with it.

3.2.2. How to take measures

Playing the roles of characters in literary works is an opportunity for children to experience and express the characters' behaviors in the clearest way. This is a very favorite game of children. Children can take on the roles of characters in literary works to tell the story according to their emotions (Imitating the characters' gestures to express themselves, children also express the characters through creative language and behavior). create in your own way).

Through storytelling and reading stories, children learn, understand and remember the sequence, development and content of the story. Letting children play role-playing games allows them to experience and understand the work more deeply and they can imitate the behaviors of their favorite characters. Children can imitate the characters' dialogue and also create more language and actions of the characters. The teacher tells, talks to the children, memorizes the lines in the literary work, then asks the children if they want to play the characters in the story and the teacher will be the narrator. For example: In the story of the Three Little Pigs: She asked which of her friends wanted to be the Big Pig; Who wants to be Pig Two; Who likes to be a Little Pig? Children play the roles of characters and the teacher lets them demonstrate the characters' language, gestures, and actions.

Step 1: The teacher's voice must be gentle and inspiring, ensuring children can effectively participate in the role-playing game.

Step 2: The teacher assigns children roles to experience the behavior of the characters in the story. Children can assign roles to each other and change roles to practice ethical behavior.

Step 3: Children can play a short part in the work or the whole story or shorten it depending on the child's ability and interest and the teacher lets them express it. The number of children participating is not too many, teachers can divide into groups or sections for children to play their roles excitedly.

Teachers need to observe and guide children in role-playing to grasp their needs and preferences in order to adjust their roles accordingly.

3.3. Set a moral example through characters in literary works

3.3.1. Purpose of taking measures

This is one of the important measures to educate children on moral behavior so that they can follow the example, learn to follow, and know how to behave appropriately in daily activities. In literary works, there are typical characters brought to children Many emotions and deep impressions, good moral behavior very click prefer young catch imitation do according to. State mirror these core object dictionary pictures in literary works so that children can imitate actions and gestures attitudes and expressions of emotions similar to children's favorite characters bring positive colors. Characters who set examples for children always leave a

mark Pressing for a long time in the child's soul stimulates the child to be self-aware and actively adjust their actions my behavior give edema fit with complete scene.

The behavior of characters in literature that children love is always attractive exciting for children and children have fun acting like the characters. Examples of ethical behavior in literary works are always effective dynamic accumulation pole arrive contact have a cold and onion Because belong to young wear umbrella Not yet understand idea social and behavioral meaning, but because they love it, children "idolize" their characters and Have nominated only onion dynamic alike personal object that.

3.3.2. How to take measures

Set examples of individuals to educate moral feelings for students. Children often think in images, so educating children using the image method has a great effect. A characteristic of young children is that they often imitate what they see and hear. Therefore, teachers need to rely on these characteristics to foster moral qualities in children. Tell children about role models such as: the kind younger brother in *"Starfruit Tree"*, Ms. Tam in the story *"Tam Cam"*, etc. This method has a great effect on educating moral feelings in children. . We can model good deeds and good people through typical fairy tale characters so that children can imitate and learn noble qualities: being polite, knowing how to protect public property, and helping others when they encounter difficulties. .. Regular training: training children's moral behavior must be carried out regularly and continuously, to help children form moral habits.

Or when teaching children about the story Little Red Riding Hood, teachers use story videos with attractive illustrations, combined with the teacher's narration to make the story more attractive. To help children understand the story more deeply, the teacher asks them questions:

- If you were Little Red Riding Hood, would you do as your mother told you? (Yes!)
- What lessons have you learned for yourself? (You must obey your grandparents, parents, teachers...).

At the same time, teachers need to analyze the content of the story clearly and specifically and need to relate the content of moral and emotional education to real life, orienting children on specific moral behaviors and habits. possible in everyday life. Through the story of education, children must obey adults, otherwise they will face unpredictable consequences. In addition, the teacher, combined with her voice, must be expressive and expressive with the nuances of the characters combined with actions, gestures, and gestures so that children can easily imagine the impact on their emotions. young.

In daily activities, teachers set examples of characters with good behavior for children to learn and follow. When setting an example, teachers need to talk and explain the social meaning of the good actions of characters in literary works. It is also necessary to ask the opposite question to make children think. For example, without that good action, what would the character be like? "When I fall and hurt, no one helps me"; In the story *"The White Rabbit Knows His Mistakes"*. What do Brown Rabbits and Bears do to celebrate Rabbit's birthday? Today, what do you guys do to help your friend celebrate her birthday? Children set up tables and chairs, prepare greeting cards... She praises children promptly to encourage them to perform many good behaviors. Or T. N

helped lift G. H who fell during playtime in the yard..

3.4. Create conditions for children to regularly practice behaviors that express moral feelings

3.4.1. Purpose of taking measures

Creating conditions for children to regularly practice ethical behavior from literary works into daily activities is a very important measure to help children form sustainable ethical behavior - behavior that is done many times will become sustainable moral and behavioral habits that help develop good personalities in children.

Practicing moral behavior every day helps children form the habit of using good behavior anytime, anywhere in daily relationships, developing their good personality.

3.4.2. How to take measures

Create situations in daily activities so that children have the opportunity to think about how to handle and experience behaviors in literary works. Teachers use situations in stories and poems that children have learned and put them into practice in daily activities so that children can practice. Situations that are assumed in literary works that children already know how to solve and when applied to activities, children must act on their own, thereby promoting creativity and forming good behavioral habits in children.

The situations created need to be close to the situations children have encountered in the stories and poems so that they can easily remember and visualize.

+ Situations that reveal polite behavior: greeting politely, confidently and cheerfully, appropriate to the communication situation.

+ Situations revealing helping, sharing, and yielding behavior: Children voluntarily help others, are happy to share with friends, and yield to other children when necessary.

+ Neat and tidy situation. When finished playing, the teacher suggests that the children help put away the belongings for her and other group members so that the children know how to put them in the right place and clean them up neatly. When children know how to put away things voluntarily, I will suggest that they can arrange their toys to be beautiful and convenient to use.

The behavior is displayed regularly without needing reminders or guidance. Children know how to confidently express their feelings and behavior in all activities. For example: When children see a teacher from another class visiting, they immediately know to cross their arms and greet her politely, take a chair to invite her to sit, and even carry water for her to drink. Good behaviors that children learn from characters appear in literary works such as the poem: *Greetings, Fanning Grandma to Sleep*.

Children regularly demonstrate good behaviors anytime, anywhere and know how to apply them appropriately, becoming habits of moral behavior later.

4. Conclusion

Today, with the development of science and technology, culture and international integration. People's lifestyles are gradually being corrupted, national identity and family affection are gradually disappearing, so our country's education system also needs to be innovated to suit the development of society, which in Moral sentiments play an important role in human life in general, and for children in particular. If a child has a good moral foundation, he will later

be a future owner of a self-reliant country, full of compassion, tolerance, and altruism towards nature, family and society.

5. Acknowledgment

This research is funded by Tan Trao University in Tuyen Quang, Vietnam.

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