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## Current status of moral emotional education for 4-5 years old children through literary works at Khuan Ha kindergarten, Lam Binh District, Tuyen Quang Province

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### Abstract

In the context of economic development on the path of integration, Vietnam must interact with many different cultures. How can our young generation integrate into the international community without losing their identity and know how to learn and absorb the cultural quintessence of humanity, to enrich the unique cultural identity of our nation? For preschoolers, moral emotional education is one of the most important contents. Morality is considered the root of human personality.

Literary works in the preschool education program are considered one of the contents that greatly contribute to the education of children's moral emotions. Each work teaches children about love for their homeland, national traditions, family, love between siblings, and gratitude. Regular contact with selected literary works will develop children's language, aesthetic sensitivity, literary appreciation ability, and the initial qualities of artistic talent and especially help educate them to convey moral feelings to children effectively, children can easily recognize the good moral qualities that each work brings.

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### 1. Introduction: Question

President Ho Chi Minh once said:

“Being kind and evil is not something that is planned  
A lot of it comes down to education.”

That statement of his affirmed the great significance of moral education for people, right from childhood, especially preschool children, and this must be considered a central issue, because of the age stage. Preschool is the stage that lays the foundation for the formation and development of a child's comprehensive personality later. Therefore, training the young generation to become virtuous and wise people is extremely important and necessary. In today's era, the absorption of many cultures is different, so there are still many tragic stories about human morality and etiquette.

It can be seen that for preschool children, moral education is one of the most important contents. Morality is considered the root of human personality. Moral education for children does not have to be done quickly or overnight, but is a process of training from the time a child is born, through the school levels and preschool is considered the formative stage for children. Children's first life skills, creating the basis for their personality and moral development. Therefore, taking care of children's comprehensive development and gradually forming moral feelings for children according to the direction and requirements set by the new society is one of the contents that preschools value.

Currently, at preschools in general and preschools Khuong Ha In particular, the education of moral emotions through literary works has been applied and implemented by teachers, but the level of implementation by teachers is not regular and the

effectiveness is not high. To improve the effectiveness of children's moral and emotional education, the use of literary works needs to be used more often, combined with modern teaching methods and techniques, which is extremely necessary.

## 2. Research subjects and methods

### 2.1. Research Object

We investigated 70 4-5 year old kindergarteners and 10 4-5 year old classroom teachers at Khuon Ha kindergarten - Lam Binh district - Tuyen Quang province.

### 2.2. Research Methods

The research methods used include: Pedagogical observation method, questionnaire survey method, in-depth interview method. The research results obtained from these methods are processed using SPSS 16.0 software.

## 3. Survey results

### 3.1. The current situation of educating moral emotions through literary works for 4-5 year old children at Khuon Ha kindergarten - Lam Binh district - Tuyen Quang province.

\* Current status of teachers' awareness of moral emotional education for 4-5 year old children

To learn about this content, we ask the question: " In your opinion, in teaching in preschool, is it important to educate children about moral emotions through literary works ?". The results obtained are as follows:

**Table 3.1:** Teachers' awareness of the importance of educating children about moral emotions

No	Criteria	Average score	Standard deviation
1	Very important	3.4	0.97
2	Important	0.6	0.97
3	Normal	0	0
4	Unnecessary	0	0

Through the investigation, it can be seen that most teachers understand the importance of educating moral emotions for preschool children. 100% of teachers believe that educating children about moral emotions is one of the positive methods in innovating teaching methods. to improve training quality. Through interviews, it was shown that some teachers' awareness about educating moral emotions for 4-5 year old children through literary works , Ms. N. T . Khuon Ha kindergarten teacher said: Educating children about moral feelings is one of the very important contents, the process of educating children about moral feelings is Help children form necessary moral behaviors and know how to distinguish between right and wrong actions.

### \* Current status of tasks and content of moral emotional education for 4-5 year old children

#### Regarding the task of educating moral sentiments:

Emotional education Ethics is one of the contents that teachers consider important for preschool children. To find out this content, we ask the question: " *In your opinion, what are the moral education tasks for preschool children?* ". The results obtained are as follows:

**Table 3.2:** Teachers' awareness of the task of educating moral emotions for preschool children

No	The task of educating moral emotions for preschool children	Average score	Standard deviation	Level
1	Forming emotions, moral sentiment	3.1	0.74	Important
2	Forming habits, emotional morality	2.10	0.74	Normal
3	Form symbols and moral standards	1.60	0.97	Normal

From the above results, we see that teachers have different assessments of the task of educating children's moral emotions. Among the teachers surveyed, teachers believed that the task of emotional education was Morality is the formation of emotions, moral feelings are important, the average score is 3.1; Forming habits and moral feelings, the average score is 2.1; Form symbols and moral standards for students with an average score of 1.6. We see that teachers are not fully aware of the task of educating moral emotions for students. This is also one of the reasons why moral emotional education for preschool children has not achieved high results.

The results obtained are as follows:

**Table 3.3:** Teachers' awareness of the content of moral and emotional education for 4-5 year old children

No	Content of sexual education Moral awareness for children 4-5 years old	D TB	DLC	Level
1	Educating moral sentiments for children and for yourself	2.70	0.95	Important
2	Educating moral feelings towards with the surrounding environment	2.20	0.79	Normal
3	Educating moral sentiments with nature	1.80	0.79	Normal
4	Educating moral sentiments with utensils and toys	2.80	0.79	Important

From the survey results, it shows that 100% of teachers have good awareness of the ethical content that needs to be educated for children in preschool. This is the basis for teachers to implement educational measures to improve the

#### Regarding the content of moral education:

emotional education ethics for children at My Bang kindergarten, we ask the question: Teacher, please tell us the content of emotional education. What morality is needed for preschool children?

1. Educate children about moral feelings towards themselves
2. Educate moral feelings towards the surrounding environment
3. Educating moral feelings towards nature
4. Educating moral feelings with tools and toys

effectiveness of emotional education Moral ethics for children, including educational activities through literary works, is considered one of the measures that contribute significantly to children's education.

\* Current status of frequency of moral education for children through literary works

In the educational program for preschool children, literary works have great significance in educating children on behaviors that demonstrate good moral feelings. We also learned about the literary genres that teachers have applied in the process of educating children on moral behavior and obtained the following results:

**Table 3.4:** The level of moral and emotional education in literature is often through genres

Level of use of bodies teacher's literary type	DTB	DLC	Level
Poem	3.5	0.7	Frequent
Story	3.7	0.48	Frequent
Folk verses and proverb	2.8	0.92	Sometimes
Nursery rhyme	2.9	0.74	Sometimes

From the data table above, we see that teachers have used many different literary genres in teaching ethics to students. All genres are at a fairly high level as selected by teachers. This shows that teachers have made innovations and integration in current teaching methods to educate ethical behavior for students, improving the quality and effectiveness of teaching for preschool children.

\* Current status of frequency of using moral emotional education methods for children

emotional education If morality for children is effective, teachers need to use appropriate educational methods, stimulate interest as well as create opportunities for children to experience and practice ethical behavior. Through a survey at Khuon Ha kindergarten, we obtained the following results:

**Table 3.5:** Level of use of moral emotional education methods for preschool children 4 - 5 years old

Level of use teacher's methods	DTB	DLC	Level
Intuitive method	2.40	0.52	Seldom
Modeling method	2.50	0.53	Sometimes
Methods of exchange, suggestion, chat	2.80	0.42	Sometimes
Expressive reading method	2.90	0.32	Sometimes
Methods of organizing children's literary and artistic activities	2.60	0.52	Sometimes

From the above results, we see that teachers have applied many different methods in the process of emotional education. Ethics for preschool children. The most widely used method is the expressive reading method with an average level of 2.9. Teachers often use this method. Next is the method of exchange, suggestion, and conversation with an average level of 2.8. Next is the method of organizing children's literary and artistic activities at an average level of 2.6

Intuitive methods and exemplary methods are used by teachers on a low frequency. These two methods are considered to be one of the methods that play a huge role in children's acceptance of knowledge. Therefore, teachers need to really pay attention to preparing visual aids before coming to class so that fairy tale telling time is most effective.

Besides, the method of setting an example is also one of the effective methods in educating moral feelings for students. With clear character lines, teachers will explain to children

noble actions and good role models are extremely necessary to contribute to effective personal education for children. However, the level of use of the above methods is still not frequent, so there needs to be measures to help teachers apply this method in educating children's moral emotions.

\* The advantages and disadvantages of teachers when implementing moral and emotional education for children

We conducted a survey of the advantages and disadvantages of teachers when implementing moral emotional education for children at Khuon Ha kindergarten and found that, in the process of educating moral emotions for preschool children, we, teachers have many advantages such as: Children enthusiastically participate in activities; Parents support and cooperate with teachers and schools; The child's coherent language has developed; School and classroom facilities; Instructional materials for developing children's moral feelings through literary works; Content of educational program. All criteria are evaluated and selected by teachers at a fairly high level. This is considered a premise for the development of moral and emotional education for children through literary works.

Through investigation of the difficulties in educating children's moral feelings through works, besides the opinion that they do not encounter any difficulties, educating children's moral feelings through literary works If there are difficulties, they take up a lot more. Thus, with the above difficulties, educating children about moral emotions through literary works still faces certain limitations. It is necessary to come up with solutions to overcome the above limitations.

### 3.2. Current status of behavioral manifestations of children's moral feelings at Khuon Ha kindergarten - Lam Binh district - Tuyen Quang province.

Khuon Ha kindergarten, we evaluated children's ethical behavior based on the proposed content and obtained the following results.

**Table 3.6:** Level of expression of moral emotional behavior of 4-5 year old children at preschool

Result/Content	DTB	DLC	Level
Children's moral feelings towards themselves.	2.73	0.88	Rather
Children's moral feelings towards people around them	2.44	0.96	Medium
Ethical feelings towards utensils and toys	2,2	0.94	Medium
Children's moral feelings towards nature	2.41	0.91	Medium
Overall average	2.44	0.92	Medium

From the above results, we see that the level of children's moral feelings is mainly concentrated at an average and good level. The level of goodness is still low. After observation, we found that children's proficiency and flexibility in how they behave and express their emotions are still limited. This raises the need for measures to educate children about moral emotions so that they can have higher levels of moral emotions.

### 4. Conclusion

Khuon Ha Kindergarten show that: The majority of teachers are clearly aware of the role of literary works in children's education. helps children develop moral feelings, and at the same time, children's acceptance and interest in literary works

at school is quite high. However, getting acquainted with literary works is not regularly organized in different forms, teachers often teach vegetarian classes, pay little attention to connecting stories with visual measures or setting an example, many teachers not integrated yet to achieve high efficiency. In the process of conducting educational education for children through literary works, teachers do not have many measures to help children absorb the content and meaning of literary works. Besides, children do not receive proper attention due to many difficult family conditions and circumstances. Teachers do not coordinate well with parents in educating children. Therefore, it is necessary to use measures suitable to children's psychological and physiological characteristics to help children become interested in literary works, helping children develop moral feelings in a comprehensive way.

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