

Moral upbringing of junior schoolchildren in formation of educational activity

Musabekova G.T., Moldabek Kulahmet, Dzhazdykbaeva M. B., Halilaeva E.Zh., Shalabaeva Z.S., Otegen B.A.

H.A. Yasawi International Kazakh-Turkish University, the main campus B.Sattarhanov Avenue, 29, 161200, Turkistan city, South-Kazakhstan region, Kazakhstan.

E-mail: Gulnar.iktu@mail.ru

Abstract: In the modern development stage of our society activation of human factor emerges as one of the conditions for the further social progress. In this regard, the task of the comprehensive school is training a responsible citizen, which able to assess independently what is happening and to base their activities in accordance with the interests of the people around him. The solution of this problem is connected with the formation of strong moral qualities of the student. The problem of moral education of children is always in the center of social attention. This problem gains special relevance in the conditions of progressing change of all aspects of social life. The task of the modern school teachers is upbringing in them independency in making decisions, focusing on actions and deeds, developing the ability to self-education and self-regulation relations.

[Musabekova G.T., Moldabek Kulahmet, Dzhazdykbaeva M. B., Halilaeva E.Zh., Shalabaeva Z.S., Otegen B.A. **Moral upbringing of junior schoolchildren in formation of educational activity.** *Life Sci J* 2014,11(4):404-410] (ISSN:1097-8135). <http://www.lifesciencesite.com>. 55

Keywords: morality, moral education, educational activity, junior student, educational activities formation process.

Introduction

Meaning and function of the primary school in continuing education is determined not only continuity with other parts of education links, but primarily with unique importance of this stage in formation and development of the child individuality. In this regard, the main function is to create intellectual, emotional, business, communication readiness of students to active – operational relation with the environment (with nature, other people, themselves and others).

In order to achieve these mentioned results in mental and personal development of younger students, especially, it is necessary to students a certain amount of subject knowledge, skills, as it was up to the present, and in the upbringing of his personality on the basis of educational activities formation. Therefore, the main solution of educational task should provide: the formation of personal relationships to others, acquisition of ethical, aesthetic and moral norms.

In the scientific basis updating of the primary stage of educational content set the modern idea of developing education, as the carrier of certain abilities, skills, the subject of educational activity, the author of own vision of the world, capable to join dialogue with members of different cultures, and simple as the child building the age in accordance with his features.

Primary stage – a period which is more favorable for the formation of an intense educational activity and this is the foundation of the development of student intelligence. Content of educational activity is based on the task form, acquirement of task grades produced in students with intellect, and thought movement in a given direction in the system. At the same time the formation of such basic psychological personality

qualities as voluntary attention, reflection, self-control, students get control over the general methods - independent solutions of various educational tasks, self-control and self-esteem of their own actions.

The problem of moral education of children is always in the center of social attention. This problem gains special relevance in the conditions of progressing change of all aspects of social life. In modern conditions of moral education extends to one of the first places as the primarily basis of humanistic education of young people in a condition of market relations, which requires not only independence, but also flexibility, efficiency, raise of new individual, focused on universal moral values, in order to form the market economy with a human activities: for the benefits of people. And it is clear that progress is possible only if the appropriate level of moral development of society, and most importantly, moral education of the younger generation is achieved.

Many scientists have studied the moral education in various aspects. But the performance of the tasks of moral education in the process of educational activity has not been investigated.

Aim of the research: to identify the level of moral qualities of younger students and to develop scientifically proved moral education in the process of learning activities.

Methods of the research: analysis of the literature on the subject, conversation, observation of the educational process, questionnaires, data systematization of pedagogical experience and their statistic processing.

Results of the research. Educational activity is significant at all age levels, but especially in the early

school years, as in this school age begins the forming of educational activities and the level of formation depends on the success of the training not only in the primary stage, as well as in high school because a learning activity is leading in the process, which grades the main growth, and mental development of the child is processing intensively.

Our experimental work includes two stages: 1) ascertaining experiment 2) formative experiment.

In order to identify the moral experience of junior students ascertaining experiment was conducted. The following questions were offered to the children:

1. What is a " task "?
2. Where does the task face?
3. On which lessons do you solve the tasks?
4. Why do you solve the tasks?

Their answers were grouped according with the meaning:

1 question: Group 1: do not know the concept of the " task", Group 2: their understanding about " task" is superficial, Group 3: they know what is the " task ."

2 question: Group 1: they face only in the classroom, group 2: face also out of school.

3 question: Group 1: Only in math class, group 2: all lessons.

4 question: Group 1: solve the task only to get a mark;

Group 2: solve the task to find the answer, Group 3: they do not know why they solve the task.

The work offered in two of the second and two of the third form. One of the second and third grades is a checking and the others experimental. The experiment was conducted in different grades in order to determine whether the age characteristics of younger students on understanding the learning task and activity at all (Table 1).

Table 1 - Results of the first stage of ascertaining experiment

No	The character of answers	The 2 nd monitoring grade %	The 2 nd experimental grade %	The 3 rd monitoring grade %	The 3 rd experimental grade %
1.	1	84	84	82	83
	2	14	12	13	12
	3	2	4	5	5
2.	1	78	77	64	61
	2	22	23	36	39
3.	1	92	96	87	83
	2	8	4	13	17
4.	1	21	24	19	13
	2	59	64	69	76
	3	20	14	12	11

In the second stage of ascertaining experiment to determine the overall positive and negative attitudes and emotional state to the analysis of the problem offered to students the following questions: 1. What is the analysis? 2. For which reason do you analyze the task? 3. Whether need the analysis in generally? Prove it. 4, which personality qualities help to correctly perform the task?

Formedness of educational activity was defined based on criteria: completeness, purposefulness, independence. Their answers were grouped according with the meaning:

1 question: Group 1: do not know the concept of the analysis, group 2: superficial understanding of analysis.

2 question: Group 1: they know why they analyze the task, Group 2: they do not know why they analyze the task.

3 question: Group 1: analysis is necessary, but could not prove it, Group 2: analysis is not necessary.

4 question: Group 1: do not know, Group 2: responsibility, desire help to perform a task correctly (Table 2).

Table 2 - Results of the second stage of ascertaining experiment

No	The character of answers	The 2 nd monitoring grade %	The 2 nd experimental grade %	The 3 rd monitoring grade %	The 3 rd experimental grade %
1.	1	64	63	57	55
	2	36	37	43	45
2.	1	27	23	28	31
	2	73	77	72	69
3.	1	91	94	98	98
	2	9	6	2	2
4.	1	67	65	58	56
	2	33	35	42	44

In the third stage of our experiment, we offered questions to children on moral character: 1. What kind of man is called a kindness? 2. What kind person is called a friend? 3. What means to help to someone? 4. What means care for someone? Evaluation of the results grouped according to the principle: an incomplete answer, suggests, but is not true, correct and complete response (Table 3).

The correct answers: Good - does good, not angry, friends, help, care, pity, not offend, affectionate. Friend - a

friend, look with favor, rescues, cover up for, faithful. Help - to do for someone - then something when someone is in hard when a lot of works, when asked. Care - to help someone - who is younger than you when for someone is not well.

Table 3 - Results of the third stage of ascertaining experiment

№ п/п	The criteria of answers	The 2 nd monitoring grade %	The 2 nd experimental grade %	The 3 rd monitoring grade %	The 3 rd experimental grade %
1.	1	92	94	94	97
	2	2	1	-	-
	3	6	5	6	3
2.	1	94	96	92	92
	2	-	-	8	8
	3	6	4	8	8
3.	1	97	95	95	96
	2	-	-	1	-
	3	3	5	4	4
4.	1	90	92	89	90
	2	4	6	2	2
	3	6	2	9	8

The results of ascertaining experiment show how moral education of people and how they understand the concept of task analysis, kindness and caring.

We set the following goals: to determine the level of moral experience, emerging in training activities to identify opportunities to use it in actual behavior of pupils, based on the results and to prepare a scientific - methodical recommendations.

As a source material, which studied the moral experience of younger students were chosen such moral norms, as "responsibility" and "kindness", which are very relevant at the present stage of social life. Analysis of literature has allowed identifying the main characteristics of these rules. In determining the responsibility imply on unforced assumption of obligation, with the rise of objective necessity, strict compliance with the assumption of obligations made in realistic terms, the willingness to account for current and future results of its activities, matching their conditions and their possible repercussions on the interests of other people.

Moral norm "kindness" is increasingly characterized relations between people. Kindness is determined by our knowledge as a desire to see the other positive qualities, faith in the possibility of change for the better person and in his ability, readiness to help and advice. On these signs of moral standards, we have focused in determining the features of moral experience of the survivors.

The tasks of the study determined the choice of methods. We proceeded from the fact that moral experience is before the unity of intellectual and emotional components. It is noteworthy to our research, the intellectual component

is considered as knowledge of students of moral principles and standards expressed in terms of aesthetic and abstract logical constructs. Moral knowledge and attitudes manifested in actual behavior of students. Hence, we have developed methods were aimed at investigating the knowledge, relations and behaviors.

In the study of younger student's moral experience, we used several complementary techniques. One of them is a conversation on scene story. A survivor should listen to a story that contains a moral problem. Heroes of the story (the pupils of primary school age) come up against a situation of moral choice (part 1).

After listening to the story we asked questions to the students which were made in such a way that the answers and statements of students have to show the relations, knowledge about how to conduct and moral norm itself.

As well as used a method of uncompleted stories. There were read out a story for students in which the hero had to act either violating moral norm, or in accordance with it. We asked to each student to imagine the character as him. The students had to finish the story, offering own behaviors methods and prove them (part 2).

In the study, we tried to cover as much as possible over a wide range of

manifestations of moral experience - especially the actual behavior, value judgments, answers and statements. In determining the features of younger student's moral experience used the following criteria: the degree of knowledge in accordance with moral norm, attitudes and behaviors of students, general knowledge, and their depth and breadth, the degree of stability. To estimate the moral knowledge of students there were such manifestations as their understanding of the moral norms content, knowledge of behaviors methods, knowledge of ruefulness encountered by a person in the case of compliance or non-moral norm. They learned about morally relations learned by evaluative judgments of student's on actions of another person, his actions, as well as on the specifics of performance activities and their moral grounds.

At the first stage of the experiment have been proposed such tasks to the students of 2 and 3 grades – which contained following questions:

1. Tell, what do you think what is a responsibility?
2. How usually behaves responsible person?
3. How usually behaves an irresponsible person?
4. Tell, what do you think what is a kindness?
5. How usually behaves a kindness person?
6. How usually behaves an unkindly man?

As well as suggested to solve the following situations:

1. If you would walked in the yard together with others and one of the boys fell close to you and injured his leg. What would you do?

2. Children played in group, some of them painted and looked at the pictures in the book. Alma was sitting alone, very sad...

3. If you built something from the boards and near to you Ruslan built too. He had not enough cubes. What would you do? When answering you would give him your own, and ask additional questions: "And if these boards need you too, then you would not have enough too?"

In the evening, a cold wind blows on the window. Timur, he is a student of 3rd form who has just finished his lessons and now reading an interesting book. Glancing at his watch, he remembers that he did not buy some bread. He decides that he has a time to buy some bread before his mother come. At this time the doorbell rang. Looking through the peep hole, Timur saw that it was an old friend of father uncle Marat. He works with father and often comes to us. He saw that it was uncle Marat, and Timur...

Considering the steps of the first stage of the study, we can say that the analysis of the answers and statements of the 2 form survivors shows that ambiguous moral knowledge for their sample. In the monitoring and experimental grades, especially noticed survivors, whose answers and statements show that these students (compared to others) misunderstood the content of moral norms. For example, when describing the responsibility of man, among the answers of the 2 form survivors were such judgments: "The responsible person is a man who answers when the

teacher asks" (Aziz E.). An indication that a survivor has a relatively low level of knowledge about the moral norms content is that they usually do not see a moral problem where it is.

In a situation of moral choice, the survivors of this group usually offer behaviors which are not suitable with the moral norm. We consider it as an indicator of the low level of knowledge and ways of behavior. Analyzing moral relations among students of this group, we have noted that they have their own distinctive features.

While characterizing the violating moral norm actions of the hero in the story, students generally evaluate it positively or neutrally. And the part of the 2 form survivors just do not see a violation of moral norms, others, though feel that the heroes of the story are not quite right, but try to find him an excuse. This fact is an indication that the moral relations of data of the 2 form survivors is at a low level of development.

Based on the above, we identify these students into the group with a low level of moral experience.

In two experimental grades, they constitute 43% and in monitoring grades - 40%. And, from the rest of choice distinguish survivors, whose knowledge, relations and behaviors are notable for the better, in comparing to students with the low level of moral experience. First of all, these students moral knowledge generally correspond to the norm.

As well as they knowledge about how to behave is well developed. If students with low moral experience of the degree of compliance the proposed behaviors of moral norm in the sample average of 1.2 and 1.4 (respectively, from 5 of situations responsibility of kindness and 5), the students groups of under consideration these indicators above 2, 8 and 3.6.

Their knowledge of moral feelings are usually correct, but at the same time, students cannot distinguish colors in the experiences and often limited with the statements: "Aidos felt bad" (Ayazhan O.) or "He has a bad mood" (M. Doszhan) Although in general, moral knowledge of these students on the degree of conformity to be higher than in the group with a low level of moral experience. But the generality of their knowledge is quite low.

This allows us to conclude that the moral knowledge of these students are on the level of ideas, although its depth and breadth they are much different from the knowledge of students with low level of moral experience. Based on the analysis we identify the data survivor in the group with an average level of moral experience. It is 50% of the sample 2 in the experimental grades and 53% of monitoring grades. The rest of survivors formed a very small group with a high level of moral experience - 7% - in two experimental grades and the same in the 2 control groups. All manifestations of moral knowledge of these students are characterized by a high degree of compliance. Answers and statements seemed 3-4 significant features of responsibility and kindness. This indicates a deep knowledge of the content of moral norms. For moral relations of this survivors group are characterized by a high degree of compliance with norm and stability. Evaluative judgments are rather critical, and in their justification pupils come from moral content standards.

Based on the above we identify these students as a separate group with a high level of moral experience. In the analysis of the moral experience of the students in grades 3

were not find any distinctive quality characteristics. All sample in the experimental and monitoring classes divided into three groups (as in the second grade) - low, medium and high level of moral experience. However, in 3 grades dividing the percentage of survivors into groups is different. Students with the low moral experience proved 34% in the experimental grades and 32.5% in the monitoring grades, with an average level - 55% in the experimental and monitoring at 54%, and high levels, respectively, 11% and 13%. Such quantitative classification of survivor in the 3 grades, reducing the group with low levels of moral experience and increase middle and high, obviously, can be explained by the age characteristics of moral development. Level classification of moral experience of students 2 and 3 grades at the first stage of the study are shown in Diagram 1.

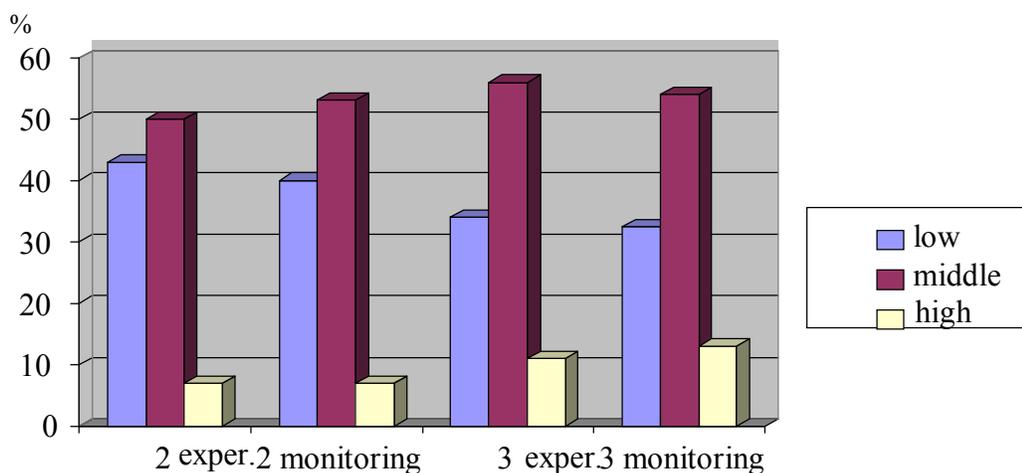


Diagram № 1 - Distribution of the levels of moral experience of the students at the first stage of the study

At the second stage of the research we have formed in students 2 and 3 in the experimental grades responsibility and kindness in the learning process. The content of training activities did not change, they changed only the nature of its course. Formation of responsibility was formed in the following directions: the organization of mutual activity of students in the classroom, analysis and evaluation of the performance process and teacher training tasks results from a moral point of view, the organization an ineranalyzing and interevaluating students and results of educational work.

Kindness was formed in the following way: organization of mutual training students in the performance of tasks; teacher systematic analysis and evaluation of the relationship between students during educational tasks. As

seen from the above directions of formation, we have tried to avoid direct teaching schoolchildren, only created the conditions for the expansion and deepening of moral experience, for the development of moral consciousness and self-consciousness.

At the second stage of the study we offered to the students the following tasks: "At classes your friend can not solve the task and asks you to help him. Now, it is your turn."

Lesson in drawing

"Paint these mittens (gives them mittens blanks, one pair for two children and

colored pencils, each color by 2). We introduce with the instruction: "Now we are going to paint mittens, you sit together, to get a beautiful mittens and the same, because it is one pair, you should agree with each other, how you will paint and draw patterns suitable with wallpapers."

Let us consider these results: first, we analyze the changes in the moral experience of 2 and 3-experimental

grades. As the first stage of the study, survivors in the experimental grades were divided into three groups - low, medium and high moral experience (Diagram2).

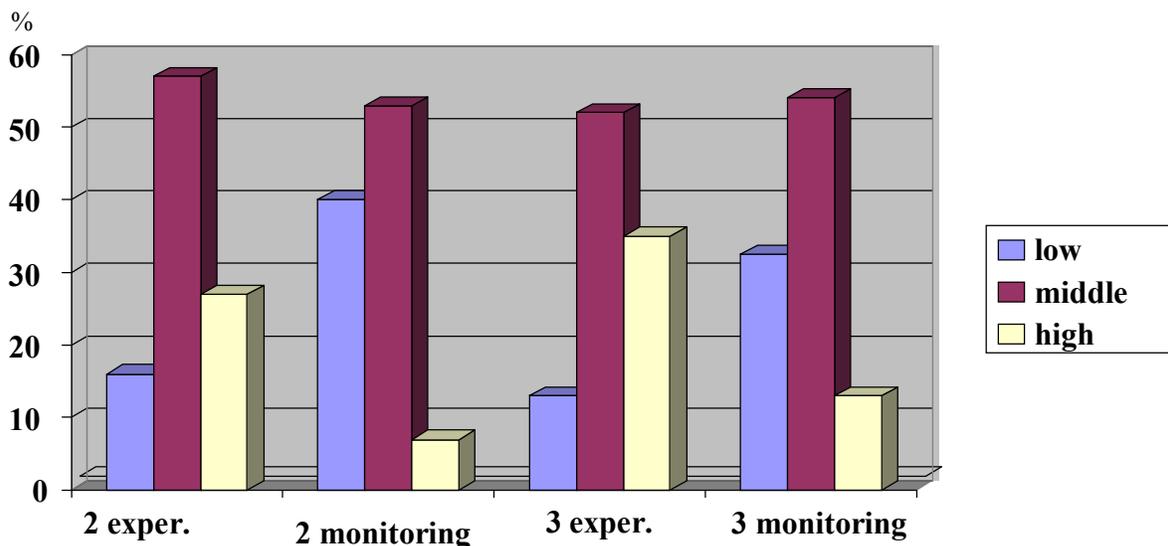


Diagram № 2 - Changes in the moral experience in 2nd and 3rd experimental grades

At the same time changed their quantitative composition. So in 2 experimental grades the number of students with low level of moral experience is 16% of the sample, with an average level of 57% - and high - 27%. In comparing with the first stage of the experiment turned out that the group with low levels decreased by 27%, with an average increase of 7%, and high increased by 20%. A more detailed comparison makes it possible to follow changes in the composition of students in groups at different levels from the first stage of research on the second. So 24% of the survivors which were in the group with low levels joined to the group with an average level, and 3% - a group with a high level. And 17% of the survivors which were in the group with middle levels the first stage of the study joined to the group with a high level (Diagram 2).

Overall, 44% of the survivors which 2 - in the experimental grades have changed their position and joined to the group with a higher level of moral experience. This fact indicates that due to the result of the experiment formation of two grades student's moral experience has reached a high level of development.

In 3 experimental grades quantitative classification pattern and changes in the composition of students in the group is similar to (Diagram 2). The sample was divided as follows: a low levels - 13%, middle - 52%, high - 35%. In comparison with the results of the first stage of the study 21% of students with low level of moral experience were in

a group with a middle level, and 24% of those with a middle level - in the group with high.

In general, the sample 3 in the experimental grades - 45% of the survivors which joined to the group with a higher level of moral experience.

In addition to quantitative changes in some survivors of 2 and 3 grades of the experimental grades were noted and some qualitative features of moral experience. First of all, the students, their answers were more likely based to focus on the content of the moral norm. As well as increased ability to distinguish a moral problem in the moral choice situations. Ratings actions became more critical, not only in relation to another person, but also to himself.

In the monitoring grades were not any changes observed both qualitative and quantitative (in comparison with the results of the first stage of the experiment). This suggests that the increase of moral experience in the survivors of 2 and 3 experimental grades was the result of the purposeful formation of learning activity.

The obtained results of our practical-experimental work suggest that in the process of learning in primary school age take place

the formation of the moral qualities of the individual children. Moral qualities are manifested on an educational problem solving stages. Purposeful work makes a positive effect on the productivity of work. The developed method showed the effectiveness of moral formation in learning activities.

Conclusions

The following properties contribute a successful formation of moral norms:

- full disclosure and understanding of the content of morality in society and the importance of the personality;
- specification of representations younger students the moral qualities, elements learning activities;
- formation of abilities to exercise their moral quality in the performance of individual tasks by younger students on a different subject content.

In the special conversation, aimed at attracting attention to the quality of the younger student personality, necessary to note that each person from childhood formed the different qualities that help to work, communicate with each other.

For the successful formation of the younger student's moral qualities **we recommend:**

- change the approach to performance of one or another task;
- for students to create certain conditions that expose the need manifestation of morality in training activities.

To this end, we recommend the following tasks: a) "Task - alternative" b) "Task - trap" c) "Task - situation";

- solution " conflict " tasks that encourage the students' own point of view , they have to defend , regardless of the opinions of other students , teachers ;

- an introduction to learning dialogue " teacher - student " , " student - teacher " , " student - student " in which students give an opinion , agree or refuse the opinion of teachers.

So to succeed in training, education and development of younger students need time to begin shaping morality, independence, initiative , creative attitude to work.

Corresponding Author:

Dr. Musabekova Gulnar Tajibayevna
Department of Pedagogy

H. A. Yasawi International Kazakh-Turkish
University, B. Sattarkhanov Avenue, 29, 161200.Turkistan
town, the main campus, South Kazakhstan Region. E-
mail: Gulnar.iktu@mail.ru

References

1. Bandura, A. (1986). *Social foundations of thought and action: A social-cognitive theory*. Englewood-Cliffs, NJ: Prentice-Hall.
2. Danesh, H. (1997). *The psychology of spirituality. From divided to integrated self*. Wienacht, Switzerland and Hong Kong: Landegg Academy Press and Juxta Publishing.
3. Diessner, R. (1991). Selflessness: Congruencies between the cognitive-developmental research program and the Bahá'í writings. *Journal of Bahá'í Studies*, 3, 3-12.
4. Diessner, R. (2001). Foundations of educational psychology: Howard Gardner's neo-classical psyche. *The Journal of Genetic Psychology*, 162, 495-501.
5. Gardner, H. (1999b). *Intelligence reframed: Multiple intelligences for the 21st century*. New York: Basic.
6. Kohlberg, L. (1984). *The psychology of moral development*. San Francisco: Harper & Row.
7. Murdoch, I. (1992). *Metaphysics as a Guide to Morals*. London: Penguin Books.
8. Snyder, C. R., & Lopez, S. J. (Eds.) (2002). *Handbook of positive psychology*. Oxford: Oxford University Press.
9. Shweder, R. A., & Haidt, J. (1993). The future of moral psychology: Truth, intuition, and the pluralist way. *Psychological Science*, 4, 360-365.
10. Peterson, C. & Seligman M. E. P. (Eds.) (2004). *Character Strengths and Virtues. A Handbook of Classification*. Oxford: Oxford University Press.

3/15/2014