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The role of instilling moral values in primary schoolchildren

Olha P. Tretiak*
Liudmyla I. Melenets**
Viktoriiia M. Shcherbyna***
Olena V. Poliakova****
Larysa V. Kravchuk*****

ABSTRACT

The aim of this study was a comprehensive coverage of the effectiveness of instilling moral values in the education of primary schoolchildren for their further update. The following tools were used for the collection and processing of statistical data: scientific literature review, survey results, questionnaires for parents, generalization of theoretical and empirical data, diagnostic methods (direct and indirect pedagogical observation, unfinished sentence technique, game activity, icon exercises, analysis of moral and ethical situations, independent characteristics), statistical methods of calculation. The online utility Text Analyzer was used to process open responses from parent questionnaires. The introduction of individual, group, as well as training forms of work, discussion, feedback techniques, games and art methods into the educational process of primary school has provided positive changes in instilling moral values in students. The interaction of family and school contributed to the development and improvement of parents' pedagogical knowledge and skills. The levels of moral values in primary schoolchildren in experimental groups after the completion of the formative stage of the experiment significantly exceed the indicators of control groups.

KEYWORDS: education; moral values; justice; dignity; responsibility; communication.

*Candidate of Pedagogical Sciences, Associate Professor of the Department of Preschool and Primary Education, Institute of In-Service Education, Borys Hrinchenko Kyiv University, Kyiv, Ukraine. ORCID: <https://orcid.org/0000-0002-1160-055X>. E-mail: olh389tretiak@gmail.com

**Candidate of Pedagogical Sciences, Associate Professor of the Department of Preschool and Primary Education, Institute of In-Service Education, Borys Hrinchenko Kyiv University, Kyiv, Ukraine. ORCID: <https://orcid.org/0000-0003-0246-2674>. E-mail: liudmelenets@ukr.net

***Candidate of Political Sciences, Associate Professor of the Department of Preschool and Primary Education, Institute of In-Service Education, Borys Hrinchenko Kyiv University, Kyiv, Ukraine. ORCID: <https://orcid.org/0000-0003-0103-2197>. E-mail: vktshcherbyna4@yahoo.com

****Senior Lecturer of the Department of Preschool and Primary Education, Institute of In-Service Education, Borys Hrinchenko Kyiv University, Kyiv, Ukraine. ORCID: <https://orcid.org/0000-0002-1152-2045>. E-mail: overpoliakova@gmail.com

*****Senior Lecturer of the Department of Preschool and Primary Education, Institute of In-Service Education, Borys Hrinchenko Kyiv University, Kyiv, Ukraine. ORCID: <https://orcid.org/0000-0002-2066-2912>. E-mail: kravchuklar@gmail.com

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El papel de inculcar valores morales en los escolares de primaria

RESUMEN

El objetivo de este estudio fue una cobertura integral de la efectividad de inculcar valores morales en la educación de los niños de la escuela primaria para su posterior actualización. Se utilizaron las siguientes herramientas para la recolección y procesamiento de datos estadísticos: revisión de literatura científica, resultados de encuestas, cuestionarios para padres, generalización de datos teóricos y empíricos, métodos de diagnóstico (observación pedagógica directa e indirecta, técnica de oración inconclusa, actividad de juego, ejercicios de iconos, análisis de situaciones morales y éticas, características independientes), métodos estadísticos de cálculo. El recurso en línea Text Analyzer se utilizó para procesar respuestas abiertas de cuestionarios para padres. La introducción de formas de trabajo individuales, grupales y formativas, la discusión, las técnicas de retroalimentación, los juegos y los métodos artísticos en el proceso educativo de la escuela primaria ha proporcionado cambios positivos en la formación de valores morales en los estudiantes. La interacción de la familia y la escuela contribuyó al desarrollo y mejoramiento de los conocimientos y habilidades pedagógicas de los padres. Los niveles de valores morales en escolares de primaria en grupos experimentales después de la finalización de la etapa formativa del experimento superan significativamente los indicadores de los grupos de control.

PALABRAS CLAVE: educación; valores morales; justicia; dignidad; responsabilidad; comunicación.

Introduction

Education and upbringing have, in one way or another, a moral dimension. The central goal of the education of both past centuries and present education is instilling moral values in children. The interaction of factors influencing attitudes toward oneself and others is complex, but even simple brief adult interventions in the educational process can also be effective. The older generation offers the world to the younger one, and invites the latter to communication by various means and technologies. The formation of the moral sphere of primary schoolchildren has become the object of study of modern philosophers, psychologists and educators. Problems of humanistic morality are studied by modern domestic philosophers (Kremen, 2010; Ladichenko, 2009). Psychological and pedagogical studies of structural and dynamic features of the moral sphere of primary schoolchildren were analysed in the works (Bekh, 2012; Savchenko, 2009), because the foundations of worldview are actively formed in this age period. The problem of laying the foundations of

moral culture through knowledge and self-development was studied by Ebersbach and Brandenburger (2020). The study of Willemse et al. (2018) is of scientific value, as it deals with the joint interaction of teachers and parents in the education and upbringing of pupils. The opinion of researchers Marin et al. (2018) about effective forms and methods of work of teachers and parents is noteworthy. The works of Splitter (2020) deal with the study of the problem of interpersonal relationships of pupils.

However, despite the attention of scholars to this problem, there is limited knowledge and theoretical justification of the importance of the role of instilling moral values in primary schoolchildren. Therefore, the topicality of this problem, its pedagogical significance requires special research.

1. Literary review

There is a current escalation of personal disputes caused by the ever-increasing “wealth gap” between and within countries, the impact of globalization, the growing financial crisis, the mass movement of refugees fleeing war, oppression and climate change. Such events bring to the surface a problem of the inconsistency of ways in which ordinary people “see” themselves in relation to others and themselves (Splitter, 2020). The orientation of Ukrainian society to democratic values and humanistic morality necessitates the development of effective models and pedagogical conditions for instilling moral values in primary schoolchildren. This problem is especially acute today, in the context of hostilities in eastern Ukraine, when human life is devalued, there is a threat of terrorist attacks, moral ideals are broken, the struggle for the integrity of the country is ongoing. The initial conceptual principles of education of moral values in the youth of Ukraine were confirmed in the provisions of the Laws “On Education” 2017, “On Complete General Secondary Education” 2020, the Programme “New Ukrainian School” in the approach to values (Bekh et al., 2019), Concepts of Instilling Humanistic Values of Comprehensive School Pupils (Bekh et al., 2005), etc.

The new Ukrainian school must cultivate not only responsibility for oneself, but also for the development and well-being of the country and all mankind (Verkhovna Rada of Ukraine, 2016).

Thus, the problem of moral education is relevant and needs empirical research (Ruyter, 2019), as well as a purposeful moral and characteristic goal of education —promote the realization of generally accepted moral values (Lyesmaya et al., 2020).

Therefore, we consider it pedagogically important to study the importance of moral education in the education of primary school children in order to further improve the overall level of good breeding.

2. Methods and materials

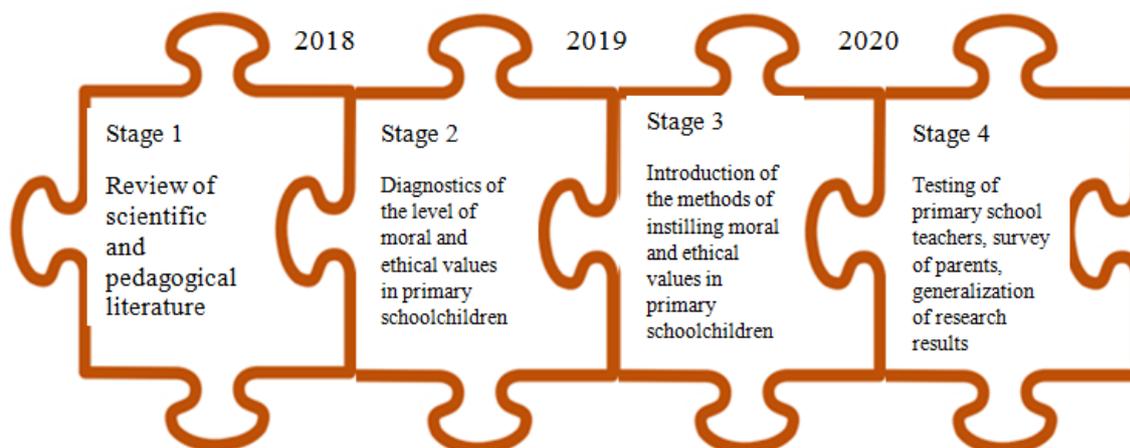
This study was quantitative; it lasted from September 2018 to December 2020 and involved 486 primary schoolchildren, 54 teachers, 284 parents. It consisted four stages: 1st — preparatory or theoretical; 2nd — summative; 3rd — formative; 4th — control. The empirical part of the study was based on: 1) a summative experiment, which aimed to outline the problems and difficulties in instilling moral values in primary schoolchildren; 2) formative experiment, where a goal was set to introduce methods of instilling moral values in primary schoolchildren; 3) the control stage of the study involved testing of primary school teachers who worked in control and experimental groups, as well as the comparison of the results obtained in the summative experiment. In addition, a survey of parents was conducted in order to comment on the changes they noticed in their children regarding the manifestation of justice, dignity, responsibility. Figure 1 shows the organizational structure of the study.

2.1. Data collection tools

Methods of generalization of empirical data, diagnostic questionnaires of students and questionnaires of parents and teachers, direct and indirect observation were used to fulfil research objectives.

In order to clarify the importance of moral education in primary schoolchildren and to determine the state of instilling moral values of primary schoolchildren, 486 pupils of grades 2-4 were involved. The experimental group (EG) included 249 pupils, the control (CG) consisted of 237 primary schoolchildren.

Figure 1. Organisational structure of the research



The choice of criteria and indicators of the levels of moral values was due to the definition of the concepts of criteria and indicators developed by researchers (Pavelkiv, 2005; Savchin, 2005). We identified three interrelated criterial components — cognitive, emotional and motivational, behavioural and activity.

Thus, we assumed that the diagnostic methods we identified, as well as criteria and indicators can contribute to an objective and effective diagnosing of the phenomenon under study — the level of moral values instilled: responsibility, justice, dignity in primary schoolchildren (Appendix D).

2.2. Sampling

In order to conduct a summative experiment, 249 schoolchildren were selected to the experimental groups (EGs), 237 primary schoolchildren, their parents and teachers of educational institutions of Kyiv were selected to the control groups (CGs). In total, 84 diagnostic examinations, including repeated ones, were performed during the empirical study.

3. Results

In order to find out the level of understanding of the concepts of “dignity”, “responsibility”, “justice” by primary schoolchildren, we conducted a survey of pupils. The obtained results of the questionnaire showed that the majority of participants (including 261

students — 53.7% out of 486) chose the right definitions from among the proposed statements, while 225 students - 46.3% have superficial knowledge about respect for human dignity, unclear understanding of the semantics of the concept of “moral and ethical values”.

When comparing children’s responses with observational data, we can see that moral values are not always embodied in a moral act or moral behaviour. In our opinion, there are two main reasons. The first reason is the lack of “moral exercises”, immature moral behaviour skills, which indicates that knowledge of moral values has not reached the level of moral behaviour. The second reason is the lack of understanding of the need to act in accordance with moral values. Children know that there are moral rules, but they do not have enough idea why they should be followed. Not much schoolchildren realise that it is necessary to be kind to others not because adults demand it (they will punish or praise), but in order to give others the opportunity to rejoice and get pleasure from it themselves. Children lack knowledge about ethical laws, their nature and significance in life.

So, it is not necessary to cultivate an “authoritarian conscience” — do it morally, because you will be punished, but it is necessary to cultivate a “humane conscience” — a friendly attitude to other people, because that’s what life in society and in the world is based on.

In order to study the level of formation of moral values, we used the Big Five personality traits techniques. According to this method, the schoolchildren were asked to name five qualities that they respect themselves for, and five qualities that they would like to get rid of.

All answers of the participants can be divided into two groups. These are moral qualities of an individual (sociability, honesty, selflessness, etc.), and qualities that are not related to the moral sphere (strength, beauty, intelligence, wealth, etc.). The results show that children value beauty, strength, intelligence, courage, humour, camaraderie, cunning in themselves the most. The qualities they would like to get rid of are laziness, anger, greed, cowardice, timidity, and stupidity. It is worth noting that such qualities as responsibility, dignity, justice, were little mentioned by children.

The importance of this task was to make junior pupils think about the question: “What am I, what qualities do I have?” and “What do I want to be so that I am respected?”

A written survey was followed by to find out the reasons and motives for choosing one or another quality. For example, the question “Why do you want to be strong?” was often

answered: “To be able to stand up for myself”, “To make others afraid”. Very few explained this by saying that the said quality is necessary in order to protect the weak, unprotected. This technique revealed that most children focus on the desire to have “practical” pragmatic qualities. The desires of children are aimed at obtaining material and other benefits and advantages, while they do not have a deep understanding of the high moral qualities.

We assume that immature ethical knowledge, lack of life experience, little experience of examples of moral values, high morality can lead to the impoverishment of the spiritual world of growing children. Their ideas reflect only the urgent needs of life, which convinces us of the need for appropriate communication to expand children’s knowledge of such moral values as justice, responsibility, dignity.

Table 1 presents the results of understanding of justice by junior pupils as a property of man in his/her attitude to other people, obtained using the method of “How many of whom?”

Table 1. The result of establishing the understanding of justice by junior pupils in the worldview of schoolchildren (author’s development).

	Many just people		Many just people and I		Few just people		Few just people and I		Total
	Number	%	Number	%	Number	%	Number	%	
2 nd grade	3	3.8	68	86.1	8	10.1	0	0	79
3 rd grade	3	3.6	58	69.9	17	20.5	5	6.0	83
4 th grade	3	3.4	54	62.1	20	23.0	10	11.5	87
Total	9	3.8	168	70.9	45	19.0	15	6.3	237

The applied method “How many of whom?” to determine children’s just/fair treatment of others and themselves allows us to conclude that it is necessary to carry out purposeful work on instilling such a moral value as justice in children: revealing to the children the positive aspects of people around them, the ability to see and understand good in action, put themselves in place of another person, the desire to come to the aid, the upbringing of the child’s desire to treat members of society, peers justly-fairly.

We considered that the analysis of test methods and questionnaires on the understanding of moral values and observance of moral rules by pupils actually requires the

use of additional methods, in particular — pedagogical observation and conversation. During 2018-2019, we conducted the observation of pupils which allowed us to supplement and verify the results. We observed participant's behaviour both in class and in extracurricular activities. The method of observation was aimed at studying the peculiarities of the manifestations of junior students' sense of responsibility, dignity, fair treatment of themselves and their peers. During the observation, the behaviour of children was recorded both in life and in the course of solving moral situations: shows kindness, compassion, justice, indifference, aggression, adequacy of reaction; frequency of kindness; whether the child acts voluntarily or under pressure, shows respect for himself/herself and shows respect for others.

Pedagogical observation showed that not all teachers arrange conversations with pupils, discuss a case, find out the reasons and explain the norms and rules of moral behaviour in class or during the break. In the classroom, where the teacher constantly draws children's attention to the good deeds of one of the children and conducts a conversation in connection with misunderstandings that arise from time to time between children, students are more conscious of their actions and moral behaviour, a favourable psychological atmosphere is formed in the class team.

The survey which involved 54 teachers of schools confirmed the topicality of the research and the need for its practical development. The obtained empirical data showed an insufficient level of professional readiness of teachers to instil moral values in children. The survey showed that 52.4% of teachers need to improve their competence in instilling universal moral values in modern primary schoolchildren.

It should be noted that only a small proportion of teachers (17.8%) master modern methods of instilling moral values in primary schoolchildren. Most teachers mentioned traditional methods: conversations on ethical topics, reading and discussion of works of art, problematic moral and ethical situations were rarely mentioned, explaining it by the lack of time and the necessary informational, diagnostic and methodological developments to work with junior pupils. It can be argued that instilling moral values in primary schoolchildren is not systemic but spontaneous, one of the reasons for this — insufficient teacher training, in particular — mastery of modern methods of involving children in obtaining moral knowledge.

Reflecting on how it would be possible to form moral values in junior pupils and looking for ways to solve this problem, teachers expressed a desire to attend relevant

trainings, seminars, get new information, consult with scientists, learn about modern pedagogical technologies. At the same time, teachers did not overlook the influence of the media and the Internet on the formation of moral values in primary schoolchildren. The explanation for this is found in the crisis phenomena in Ukrainian society, which do not contribute to the positive development of society as a whole and the younger generation in particular. We asked teachers (54 people) to answer the following question: “What modern technologies would you like to master in order to ensure the effective outcome of instilling moral and ethical values in primary schoolchildren?” Figure 2 shows the quantitative indicators of answers to this question.

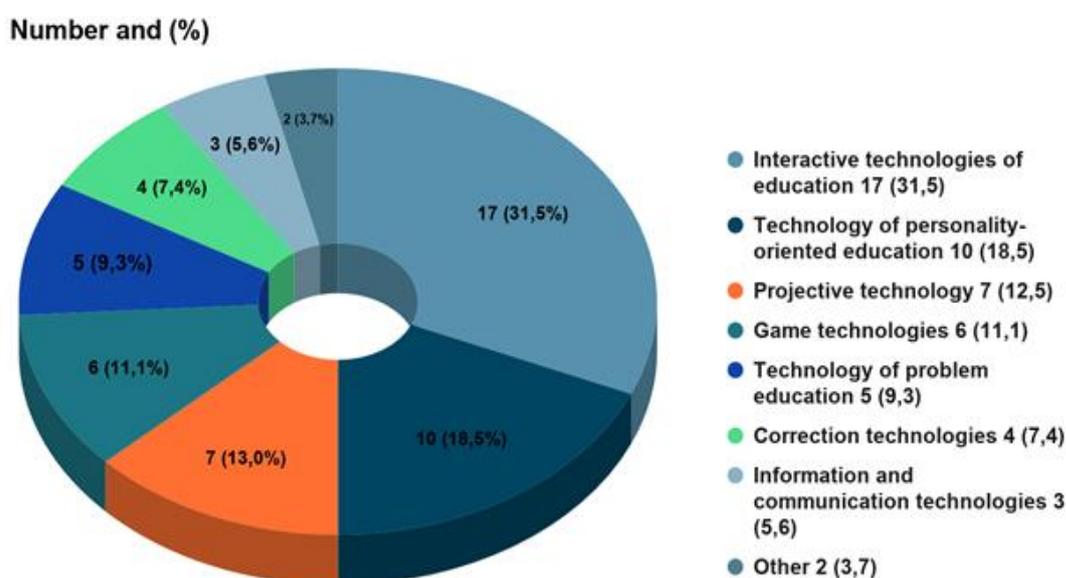


Figure 2. Quantitative indicators of responses of teachers on the subject of mastering the technologies of instilling moral values in primary schoolchildren

The results of the survey shown in Figure 2 suggest that teachers would be more likely to master interactive (31.5%) and personality-oriented technologies (18.5%) when instilling moral values in primary schoolchildren. It is quite understandable that the primary school teachers are more interested in game technologies (11.1%), which is explained by the specifics of primary school age. A small number of teachers showed interest in human-centred technologies (3.7%), but could not clearly present their essence in an individual interview.

As a rule, school teachers rely in their practice on their own experience, being guided not by the facts of research, but by their feelings, ideas, assumptions, associations, likes or dislikes, and so on.

According to scholars, the practical school of morality is the family, and the basis of upbringing is its healthy microclimate, where children are brought up by personal example of parents in the spirit of dignity and responsibility (Savchenko, 2009). We believe that the child's behaviour in other social groups depends on the example of family relationships. One of the disadvantages of family upbringing is the underestimation by parents of the importance of daily communications with both children and in the presence of children. Sometimes, forgetting about the presence of children, parents condemn acquaintances, the quality of the event or swear harsh words (Savchenko, 2009). The upbringing of moral values seems "to be left to its own devices". Parents themselves are sometimes not ready to show a positive attitude towards others. And the relationship of parents with each other is not an example of tolerance.

In order to find out the development of moral values in the family, we conducted a survey of parents of pupils in grades 2-4. Analysis of the survey data, individual conversations with parents shows that the vast majority of parents are aware of the importance of instilling moral values in their children and often conduct conversations on moral topics (79.4%). Parents value the health, success of the child in learning, the well-being of the family, in particular, children, the most in their lives. More attention is paid to the formation of "business" qualities of the child that affect success — diligence, determination, neatness, self-discipline, etc. Such moral qualities as politeness, honesty, kindness to others are ranked second.

The pedagogical conditions that ensured the effective instilling of moral values in primary schoolchildren were: preparation of teachers for instilling moral values in primary schoolchildren; development and implementation of methods of instilling moral values in primary schoolchildren; ensuring the interaction of the school with the family in instilling moral values in primary schoolchildren.

These pedagogical conditions ensured the effectiveness of the research. The practical significance of the obtained results presented below is the introduction of methods of pedagogical diagnosis of instilling moral values in primary schoolchildren; appropriate content, forms and methods of organization and implementation of the educational process

in primary school (programmes: “Instilling Moral Values in Primary Schoolchildren”, elective course for teachers “Secrets of Moral Values”, training for teachers “Man-to-Man Attitude”, and for parents — “Pedagogical Messages”). Table 2 presents the results of our study on the development of moral values by primary schoolchildren.

Table 2. The results of acquiring moral values by primary schoolchildren (author’s development).

Completion of tests	At the beginning of the experiment (%)	At the end of the experiment	
		Control groups (%)	Experimental groups (%)
Completed on their own	23.2	21.7	32.8
Turned to the teacher for help	49.3	45.9	62.7
Failed	27.5	32.4	4.5
Total:	100	100	100

The data in Table 2 indicate a significant difference in knowledge between students of the experimental and control groups, which indicates the effectiveness of our method (Fopel, 2010; Gavrish & Linnik, 2014). The children had difficulties in understanding human dignity at the beginning of the experiment, while after a comprehensive work they defined dignity as a moral quality that a person develops independently (10.1%), which is the basis of civilized human relations (10.2%), a positive attitude to another person (9.1%), respect for each person regardless of wealth, nationality and religion (8.7%), recognition of the rights and freedoms of each person (7.3%), personal responsibility (7.6%), willingness to help others (7.3%), to resist immorality (6.7%).

According to children, dignity makes it impossible to offend others (6.2%), treat others unfairly (5.6%), execute instructions dishonestly (4.9%), deception (4.5%), exploiting (4.5%), humiliation (4.2%), contempt (4.2%), indulgence in weaknesses (3.8%), neglect of moral principles (3.4%). At the same time, children would like adults not to talk to them in high tones (2.9%), not to ignore their thoughts (2.5%), not to divulge their secrets

(2.2%), not to pick on (1.8%), not to compare with other pupils (1.7%), not to impose but share their views (1.5%), not to make negative predictions for the future when criticizing (1.3%).

A total of 249 pupils from the experimental groups were interviewed, which is 100%. Table 3 presents the results of our study to identify the levels of instilled moral values in primary schoolchildren by cognitive criteria.

Table 3. The results of establishing the levels of moral values in primary schoolchildren by cognitive criterion, % (the author's development).

Levels	2 nd grade pupils				3 rd grade pupils				4 th grade pupils			
	Beginning of work		End of work		Beginning of work		End of work		Beginning of work		End of work	
	EG	CG	EG	CG	EG	CG	EG	CG	EG	CG	EG	CG
High	4.2	4.6	17.2	6.3	7.4	6.3	21.5	8.9	7.9	6.7	23.1	9.6
Medium	54.2	54.6	68.6	49.5	46.7	46.8	70.1	49.1	48.3	51.9	70.3	52.7
Low	41.6	40.8	14.2	44.2	45.9	46.9	8.4	42.0	43.8	41.4	6.6	37.7
Total:	100	100	100	100	100	100	100	100	100	100	100	100

The data in table 3 show that the difference between the number of primary schoolchildren with a high level of moral values in terms of cognitive criterion is 17.2-4.2=+13.0 (2nd grades), 21.5-7.4=+14.1 (3rd grades) and 23.1-7.9=+15.2 (4th grades) of experimental groups; and 6.3-4.6=+1.7 (2nd grades), 8.9-6.3=+2.6 (3rd grades) and 9.6-6.7=+2.9 (4th grades) of control groups. With a medium level: 68.6-54.2=+14.4 (2nd grades), 70.1-46.7=+23.4 (3rd grades) and 70.3-48.3=+22.0 (4th grades) of experimental groups and 49.5-54.6=-5.1 (2nd grades), 49.1-46.8=+2.3 (3rd grades) and 52.7-51.9=+0.8 (4th grades) of control groups.

With a low level of 14.2-41.6=-27.4 (2nd grades), 8.4-45.9=-37.5 (3rd grades) and 6.6-43.8=-37.2 (4th grades) of experimental groups and 44.2-40.8=+3.4 (2nd grades), 42.0-40.8=+1.2 (3rd grades) and 37.7-41.4=-3.7 (4th grades) of control groups. The results of our study to identify the levels of moral values in primary schoolchildren by emotional and motivational criteria are presented in Table 4.

Table 4. The results of establishing the levels of moral values in primary schoolchildren by emotional and motivational criteria, % (author's development).

Levels	2 nd grade pupils				3 rd grade pupils				4 th grade pupils			
	Beginning of work		End of work		Beginning of work		End of work		Beginning of work		End of work	
	EG	CG	EG	CG	EG	CG	EG	CG	EG	CG	EG	CG
High	7.4	7.6	16.1	7.9	9.2	10.0	21.3	12.1	10.9	9.6	23.1	14.2
Medium	54.2	55.6	75.4	57.2	52.6	53.3	68.7	48.7	69.4	53.9	69.9	53.2
Low	38.4	36.8	8.5	34.9	38.2	36.7	10.0	39.2	19.7	36.5	7.0	32.6
Total:	100	100	100	100	100	100	100	100	100	100	100	100

The data in Table 4 show positive changes in the emotional and motivational sphere of primary schoolchildren in experimental groups, where appropriate methods were introduced, which provided a significant increase in the number of children with high and medium levels and a decreased number of children with low levels of moral values by emotional and motivational criterion. There were insignificant changes in the control groups of the 2nd grade, and in the 3rd-4th grades, despite a slight increase in the number of children with a high level, there was a tendency to decreasing number of children with a medium level and increased group with a low level. This is explained, on the one hand, by the development of children's emotional sphere, and on the other — by entering adolescence with its inherent crisis phenomena experienced by 4th grade pupils, which requires appropriate educational efforts of important adults in instilling moral and ethical values. The results of our study to identify the levels of moral values in primary schoolchildren by behavioural criteria are presented in Table 5.

Indicators by behavioural and activity criteria confirm the effectiveness of the introduced methods of "Short Intervention" at the formative stage of the study, as well as allow noting minor changes in the behaviour of primary schoolchildren in the control groups. It is noteworthy that the number of children with a high level of moral values by behavioural criteria among 2nd grade pupils is much less than among students of 3rd-4th grade. This is due to the insignificant life experience of children of this age, and indicates the need for further moral exercise. The most noticeable are the shifts in the groups with medium and low levels, groups with high levels have the potential for growth. In all these groups, qualitative

changes took place due to the movement of low-level children to medium-level groups, and medium-level children — to high-level groups, which is evidence of the effectiveness of the experimental work. The results of our study to establish the distribution of primary schoolchildren by levels of moral values at the beginning of the observational experiment are presented in Table 6.

Table 5. The results of establishing the levels of moral values in primary high schoolchildren by behavioural criteria, % (author's development).

Levels	2 nd grade pupils				3 rd grade pupils				4 th grade pupils			
	Beginning of work		End of work		Beginning of work		End of work		Beginning of work		End of work	
	EG	CG	EG	CG	EG	CG	EG	CG	EG	CG	EG	CG
High	6.4	6.5	14.5	7.1	7.8	7.5	21.2	9.7	8.3	8.4	23.1	10.6
Medium	54.2	53.1	70.2	53.9	47.4	49.8	71.3	48.9	50.0	49.0	70.0	48.8
Low	39.4	40.4	15.3	39.0	44.8	42.7	7.5	41.4	41.7	42.6	6.9	40.6
Total:	100	100	100	100	100	100	100	100	100	100	100	100

Table 6. The results of establishing the distribution of primary schoolchildren by levels of moral values at the beginning of the summative experiment, % (author's development).

Levels	Control groups (CGs)			Experimental groups (EGs)		
	2 nd grade	3 rd grade	4 th grade	2 nd grade	3 rd grade	4 th grade
High	6.2	7.9	8.2	6.0	8.1	9.0
Medium	54.4	50.0	51.6	54.2	48.9	55.9
Low	39.4	42.1	40.2	39.8	43.0	35.1
Total:	100	100	100	100	100	100

The results of establishing the distribution of primary schoolchildren by levels of moral values at the end of the formative experiment are presented in Table 7.

Comparative analysis of the obtained indicators at the beginning and at the end of the experimental work allowed identifying changes in the levels of moral values in primary schoolchildren. As a result of the work carried out in the experimental groups, 18.6% of primary schoolchildren were classified as high against 7.4% at the beginning of the

experiment. The dynamics of changes in the levels of moral values in primary schoolchildren and the generalized results are presented in Figure 3.

Table 7. The results of establishing the distribution of primary schoolchildren by levels of moral values at the end of the formative experiment, %.

Levels	Control groups (CGs)			Experimental groups (EGs)		
	2 nd grade	3 rd grade	4 th grade	2 nd grade	3 rd grade	4 th grade
High	7.1	10.2	11.5	15.9	21.3	23.1
Medium	53.5	48.9	51.6	71.4	70.1	70.1
Low	39.4	40.9	36.9	12.7	8.6	6.8
Total:	100	100	100	100	100	100

According to the results of the formative stage of the experiment, the share of primary schoolchildren with a high level of moral values increased as follows: 9.9% of 2nd grade pupils, 13.2% of 3rd grade pupils and 14.1% of 4th grade pupils. As for the group of primary schoolchildren with a medium level, it increased by 17.2% in the 2nd grade, by 21.2% in the 3rd grade, and by 14.2% in the 4th grade pupils. The number of children with low levels decreased by 27.1% in the 2nd grade, by 34.4% in the 3rd grade and by 28.3% in the 4th grade of the experimental groups. In the control groups there was a slight difference in the indicators.

Summing up the results of the experimental work, teachers noted its important role for modern school and education of primary school children (57.8%), the urgent need for such methods and guidelines that would reorient the educational process of primary school from authoritarian to humanistic education (48.9%), the importance of the work for personal growth and professional development of primary school teachers (47.2%), their compliance with modern programmes and educational standards (38.4%), the creation of effective pedagogical conditions at school (35.3%) , the need to ensure the continuity of such education in secondary school (29.5%) and the dissemination of the experience of teachers who participated in the experimental work (19.8%). A total of 54 teachers were interviewed, which is 100%.

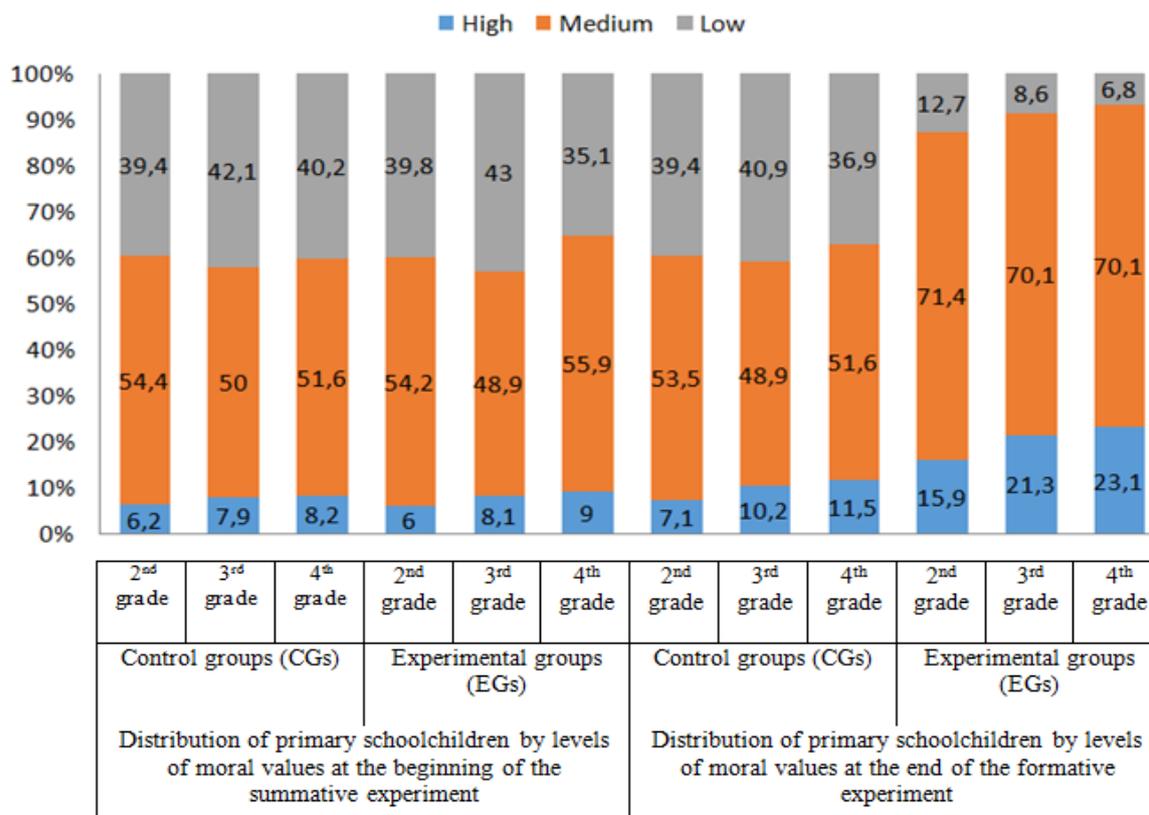


Figure 3. Dynamics of changes in the levels of moral values in primary schoolchildren, %

Parents also assessed the experimental phase of work as effective, in particular, one that helped them better understand their children (41.7%), harmonize family relationships (36.4%), timely correct problems in education that could lead to unwanted results (20.5%), pay attention to extremely important things concerning the future of their children (21.7%), realize their parenthood as a responsibility for the results of raising their children (19.9%), expand their pedagogical horizons (25.2%), master the secrets of modern upbringing of children in the family (19.8%), find like-minded teachers and other parents (11.8%), be more actively involved in the school life of their children (18.5%), be first of all the example in relation to surrounding people (16,7%), not to allow brutality, gossip, indifference in relation to surrounding people (14,5%). In addition, parents expressed a desire to continue to work closely with teachers (24.6%), attend various classes for parents on a regular basis (22.1%), participate with children in charitable activities (18.2%), involve children to group work aimed at educating moral values (15.6%), receive individual consultations during individual meetings or via e-mail (14.5%), be aware of all pedagogical innovations for parents (10.8%), etc.

The obtained results convincingly prove that the pedagogical conditions of instilling moral values in primary schoolchildren are effective and can be used in the educational process of primary school. The measurements carried out after the completion of the formative stage of the experiment testified to the positive changes in the criteria and indicators that we defined, which allows us to conclude that our proposed content, forms and methods of instilling moral values in primary schoolchildren are reasonable.

4. Discussion

Foreign and domestic scholars show interest in the problem of instilling moral values in children, trying to study this phenomenon in various fields and manifestations.

Scientific approaches to the influence of ethical education on the basic moral values of an individual in modern conditions were developed by Nieuważny et al., (2021). This problem is presented by Fowers (2021) as a study of an integrated, interdisciplinary field of activity. Considering metamoral cognition, Bajovic and Rizzo (2021) consider correctional and developmental work important and effective to bridge the gap between emotional and moral development of personality. Mesquita (2021) considers moral values as a code of internal behaviour and the principles on which the individual builds his life and makes decisions.

We agree that moral values are standards that help a person determine what is right and wrong, good and bad. This understanding is necessary in order to make honest and just decisions in daily life. What we and all scientists have in common is the idea that morality is one of the most important and complex areas of research. American scientists (Gilligan et al., 2019) studied this problem by involving 32 heads of medical institutions from different US states, and tried to develop quality and effective aid for children and youth taking into account the prospects of positive children's and youth leadership.

Other American researchers (Skinner et al., 2019) conducted research in the field of palliative and hospice medicine, and concluded that moral values are grouped around life events, family, support system, health.

The ideas of instilling moral values (Aldridge, 2019) on a sound justification of moral standards and directive education contradict our views.

Conceptual ideas, psychological mechanisms of moral values are revealed in the study of moral self-consciousness of a growing personality (Bekh et al., 2019), which determines

modern approaches and directions of instilling moral values in primary schoolchildren. Bekh's understanding of the concept of "moral values" is presented through the prism of modern challenges in pedagogy. The researcher appreciates the role of the teacher in the education of moral values in students. After all, the child treats certain people positively, some others — neutrally, the rest — negatively, explaining his/her reluctance to contact certain people as "unworthy of attention", "dangerous", "unacceptable".

Kyrychok points out that moral values are manifested in the constant observance of humanistic principles, norms and requirements in relations with people, as well as in the altruistic nature of experiences and feelings. Studying the semantic values of the growing personality, Zhurba et al. (2008) note that the formation of a child's idea of moral values begins not with the interaction itself and not with the dictionary definition of the word, but with the communicative context. Chorna provides a valuable understanding of the problem of instilling moral values in pupils based on the best features of schoolchildren, faith in their abilities; supporting the child's aspirations and always giving him/her a chance to do better, while not comparing or contrasting pupils (Zhurba et al., 2008).

The main ideas of our study are confirmed by the provisions of the Programme "Instilling Humanistic Values in Pupils of 1st—9th grades" (Zhurba et al., 2008) and the Programme "New Ukrainian School" in the step towards values (Bekh et al., 2019), where instilling moral values is reflected in the main objectives and goals, which involves mastering the elements of applied ethics, forming the ability to understand the moral world of others and the ability to interact with them.

This research contributed to the study of the problem of the state of instilling moral values in primary schoolchildren. The study carried out by Bekh (2012) on the ethical and value aspects of the problem of dignity, responsibility, justice as educational categories of personality was the core for us was According to this study, moral values are understood as the recognition of a person as the highest value. In moral values, the ideas of justice, respect for dignity, responsibility are synthesized in the relevant systems.

We share the opinion of researchers Willemse et al., (2018) that partnership with parents is a mandatory basic competence of teachers. Marin et al. (2018) agree that 'school should be an open environment for parents and children'. In our study, we relied on the key components of the concept of the New Ukrainian School, where a pedagogy of partnership is the pedagogy based on partnership between a pupil, teacher and parents (New Ukrainian

School, 2016). Foreign researchers argue that such cooperation should be constant (Marin et al., 2018). In our opinion, the upbringing of children of primary school age should take into account their insignificant social and moral experience, increased emotionality, vulnerability, impulsiveness and immediacy of the child's behaviour, desire to constantly expand the circle of communication, plasticity of moral behaviour, propensity to educational influences. We believe that the higher the level of moral values in the education of primary schoolchildren, the higher the level of their good breeding.

4.1. Research limitations.

Participation of only pupils of the 2nd, 3rd, 4th grades from two schools in Kyiv is the main limitation in this study. Among others, we can consider the form of ownership of educational institutions, the number of teachers who participated in the experiment, and the duration of advanced training programmes of primary school teachers.

Conclusion

Thus, the pedagogical conditions of instilling moral values in primary schoolchildren are substantiated and experimentally tested (preparation of teachers for instilling moral values in primary schoolchildren; introduction of methods of instilling moral values in primary schoolchildren; ensuring interaction of school with family in instilling moral values in primary schoolchildren).

The efficiency of the introduced pedagogical conditions of instilling moral values in primary schoolchildren is proved by quantitative and qualitative changes. Indicators of the level of moral values in primary schoolchildren in experimental groups after the formative stage of the pedagogical experiment significantly exceed the indicators of control groups and the corresponding indicators obtained at the summative stage of the study, therefore these results may be of direct importance for teachers interested in improving the level of moral values in primary schoolchildren.

The study did not cover all aspects of the problem of instilling moral values in primary schoolchildren. Further research is needed on the problems associated with extrapolating the results to other age groups, taking into account the peculiarities of their development and the challenges currently posed in the field of child upbringing.

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Annexes

Appendix A Questionnaire for teachers

Welcome, dear colleague! Please take part in our survey.

Full name.....

School... Grade.....Date.....

Teaching experience.....

1. How do you understand the concept of “moral values”?

2. What methods and means do you most often use in the educational process to instil moral values in pupils of grades 2-4? 3. What age features should be paid special attention to when forming the moral values in primary schoolchildren?

4. How, in your opinion, it is possible to involve a family in work on instilling moral values?

5. What do you think your pupils value the most: at home - in their peers -

6. What innovative technologies should be used in the educational process of primary school in order to effectively instil moral values in pupils?

7. What methodological assistance would you like to receive to improve your skills on this issue?.....

Thank you for facilitating the research!

Appendix B: Questionnaire for parents

Welcome, dear parents! Please take part in our survey.

1. In what form does your child study?

2. How often do you talk to your child about moral issues?

often when there is an opportunity rarely

3. What do you value most in your child's life?

4. Do you think it is necessary to instil moral values in your children? Why?.....

5. In your opinion, does primary school instil moral values in pupils? How?.....

6. Is enough attention in the educational process of primary school paid to instilling moral values in primary schoolchildren?

7. Evaluate the manifestation of your child's qualities on a five-point scale:

a) respect for human dignity __

b) justice __

c) responsibility __

Thank you for participating

Appendix C: Questionnaire for pupils

Please take part in our survey and answer the questions!

School.....Form.....Date.....

1. Do you apologize to your classmate if you inadvertently offend him/her?

often rarely never

2. Are you on duty at the teacher's request, if it is not your turn today?

often rarely never

3. Do you give way to adults if you go very tired in public transport (bus, trolleybus)?

often rarely never

4. Do you consider yourself a fair person?

often rarely never

5. Do you honestly admit your guilt?

often rarely never

6. a) Name the five qualities for which you respect yourself

b) Name the five qualities you would like to get rid of...

7. Who is a positive example for you in attitude to others?

Mom Grandpa Acquaintance

Dad Teacher Movie/cartoon characters Grandmother Friend Heroes of works of art

Thank you for your help!

Appendix D: Criteria and indicators of moral values in primary schoolchildren

Components Values	Criteria			Diagnostic techniques
	Cognitive	Emotional and motivational	Behavioural and activity	
	Indicators			
Dignity	Understanding that man is the highest value of society. Knowledge of the inadmissibility of verbal and physical violence, aggression against people. Knowledge of human rights, rights of a child, pupil, team member. The idea of respect for man and honour.	The desire to show respect for the person. Exactingness in relation to oneself and others. Emotional experience of self-worth. Showing interest in another person's actions. The desire to follow the rules of conduct. Feelings of joy and sorrow of others, empathy. Positive acceptance of oneself and others (4 th grade). Non-aggressive communication.	Recognition of the right of everyone. Ability to evaluate oneself objectively (self-criticism) and others. Ability to show respect for other people and for oneself. Ability to defend one's dignity. Attempts to comfort others, selflessly help others. Condemnation and non-participation in mobbing.	The Big Five personality traits technique. Methodology "How many of whom?" Methods of incomplete sentences. Methods of positive and negative qualities. Methodology of associative relations. Methodology "Moral and Ethical Situations". Methods of generalized independent characteristics. Survey. Observation. Conversation. Icons. Games

Justice	Understanding of the concepts of justice, honesty. Knowledge of the rules of behaviour and communication at school, at home, on the street, in public places.	The desire to treat everyone fairly, for good, regardless of one's own preferences.	Never cheats. Opposes violence, evil, injustice.	
Responsibility	Understanding of the essence of the use of concepts: sense of responsibility, responsible behaviour, take responsibility, act responsibly.	Being responsible for his/her obligations both at home and at school. Realizes the duty in the act. Demanding of oneself and others.	Performs his duties without reminders, promptings or rewards. Fulfills promises, is able to predict the consequences of one's own actions, the degree of acceptable behaviour.	