



Received: 04-06-2024
Accepted: 14-07-2024

ISSN: 2583-049X

Measures to Educate Ethical Values for 5-6 Years Old Children through Getting Acquainted with Literary Works

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DOI: <https://doi.org/10.62225/2583049X.2024.4.4.3055>

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Abstract

This article researches educational measures to educate moral values for 5–6-year-old children through activities of getting acquainted with literary works in preschools. Using theoretical research methods, questionnaire surveys, interviews, conversations... From there, we provide some

content to educate children about moral values. Thereby, we propose some measures to educate ethical values for 5-6 year old children through activities to become familiar with literary works.

Keywords: Measures, Ethical Values, Literary Works, Children 5-6 Years Old

1. Introduction

Moral value education plays a very important role in forming a child's personality and comprehensive development. The education of moral values for 5-6 year old children through activities of getting acquainted with literary works aims to form in children moral feelings, moral behavioral habits, symbols and moral standards. Elementary virtue. In the process of exposing children to literary works, with pedagogical capacity along with the art of reading and storytelling, teachers at preschools will direct children to the beauty of the content and art of works., makes the first impression on children about the artistic image of that work, as well as the impact on children's moral emotions through cultural activities. In practice in preschools, the education of physical education for 5-6 year old children through activities of getting acquainted with historical teachings has received attention. However, many teachers still rely on traditional teaching methods, with little creativity, and the education of physical education for children is carried out irregularly and continuously. Some teachers have not fully exploited the strengths of traditional teaching in educating children. Geography education for children... This article proposes measures to educate Geography for 5-6 year old children through activities of getting acquainted with cultural teachings at kindergartens for research.

2. Research methods

Theoretical research methods: Analyze, synthesize, systematize and generalize documentary sources to learn about issues related to the topic.

Interview method: Conduct interviews with teachers and managers to collect, supplement, check and clarify information obtained from other methods. From there, it serves as a basis for proposing measures.

Conversation method: Chat directly with managers, teachers and 5-6 year old children to evaluate practical issues of research content.

3. Research results

3.1 Content of gender education education for 5-6 year old children in kindergarten

3.1.1 Educating kindness

Compassion is the basis, the moral root of humanity. Compassion is love for fellow human beings and those around them. From love, good moral feelings will gradually form in children. Therefore, educating compassion is one of the central tasks of the moral education process for children, including the following educational aspects:

- **Educating family love:** Children need to understand family love is the bond between blood and flesh and is a condition for family existence. Parents' feelings towards their children as well as children's feelings towards their parents and family

members are the first moral lessons during the process of forming each person's personality. Teach children to respect their parents, grandparents, aunts, uncles, brothers and sisters...family members.

- **Educating love and caring attitude towards everyone:** Children love and respect adults, know how to help parents, teachers and classmates; Pay attention to helping the elderly and children younger than yourself. Be tolerant and share toys with the children.
- **Educating love for nature, love for life:** Teaching children to explore and explore nature, attach to nature, consider nature as their close friend and consciously care for and protect nature.
- Educating love for Uncle Ho, paying attention to historical relics, beautiful landscapes, festivals of the homeland, the country...

3.1.2 Educating friendships

This is an important content and also a complicated job because preschool children have begun to play together in a collective manner, new relationships are formed and developed, it greatly affects their morality. Children's virtue is friendship. Therefore, teachers must master basic content for each age level to have appropriate and timely impacts.

For preschool children 5-6 years old, children know how to gather and propose games themselves, they play and their friendship relationships are expanded. Children need to be taught to have positive relationships with friends: Solidarity, cordiality, caring for each other, helping and learning from each other; Show cooperation with friends and people around you.

3.1.3 Educate on rules of politeness, culture, and good qualities

Educate children on rules such as greeting, apologizing and thanking, skills in expressing personal needs, skills in expressing self-esteem... and rules in public places such as keeping order, not picking flowers, damaging things... educating children on how to behave with people around them... For preschool children, it is necessary to pay attention to praising good qualities and advising and correcting them if they have bad qualities. Some good qualities that need to be taught to children include:

- + **Independence:** Teaching children to be self-aware, to do things for themselves, not to rely or whine
- + **Boldness:** Bold when communicating with people, boldly expressing your emotions, not afraid of vaccinations or taking medicine, when asked to dance and sing, not shy, shy, or not afraid of water, fear of ghosts...
- + **Tidiness:** Wearing neat clothes and hair, knowing how to arrange school supplies and toys in the right place, not throwing them around...
- + **Discipline:** Knowing how to obey, knowing how to comply with common rules in class, family and public places.

3.2 Suggest some measures to educate young people for children 5-6 years old through activities to familiarize themselves with cultural heritage

Based on the results of studying the current situation, we propose a number of educational measures for street education for children 5-6 years old through activities to get acquainted with historical teachings as follows:

3.3 Thirty first. Rotate playing roles to create conditions for children to practice basic concepts when participating in dramatic games according to TPVH

a. Purpose, meaning

Rotating roles and playing groups regularly creates conditions for children to practice corrective actions through different roles and play relationships. At the same time, properly rotating roles will create interest for children during play, help children play actively, and create favorable conditions to improve the effectiveness of physical education. for children through pretend play (TCĐK). Avoid the situation where children only regularly play one role or one content of play, making them bored and unable to gain comprehensive knowledge and skills about the education of physical education.

The results of TCĐK have a very important meaning in helping children accumulate life experience through experiencing the characters in the work. It directly affects language development and emotional and aesthetic development. beauty in children. Through TCĐK, children can comprehend language rich in images, learn a clear expressive voice, and become more morally perfect. Children learn courage, honesty, love for their homeland, and love for things that are important to them. good, defending the weak, condemning the bad and evil... Especially TCĐK according to TPVH has developed in children positive and creative independence.

b. Content and procedure

- Develop standards based on the theme of focusing on education for children, suitable to practical conditions.
- Select play topics, select dominant cultural activities in children's street education according to topics in the school's educational program.

Steps:

Step 1: Prepare

+ **Regarding the script:** First of all, it is necessary to choose cultural activities that are suitable to the psychological and physiological characteristics and interests of the child, have clear content, have educational meaning, and have a lot of dialogue.

+ **Expose children to the script:** Read the script to children, helping them distinguish the nuances of tone and speech of different characters, thereby clearly portraying the character's personality.

+ **Assign roles and practice role-playing:** Assigning roles to each child (can assign multiple children to play the same role, the number depends on the number of children in the group), the teacher chats with the children, helping them understand more deeply the character they will play. Teachers need to rotate roles for children, not letting one child always play a certain role. To create excitement for children in rotating new playing roles and play groups, teachers can analyze the excitement that new positions, play tasks and new toys bring. At the same time, teachers can use situations to naturally and voluntarily attract children to new roles. Use words of encouragement and praise as motivation to motivate children to voluntarily accept new roles and have the desire to complete new roles well. Suggest to children that they need to change roles and play groups with their friends so that everyone can participate in many roles and play in many different play groups. Explain to children

how interesting it is to participate in many different roles and play in many different groups. Encourage and praise children who are ready to give up their playing role to you and shy children who boldly take on the main role of the game. Take turns letting each group of children practice combining the words and gestures of their role with other roles. During the process of practicing role-playing for children, the teacher is both a reminder and a director.

+ Stage, props, makeup

Stage, props, and makeup are indispensable conditions when children play TCĐK. Without it, the game will lack appeal and lose the true emotions when children express their roles. The success of TCĐK depends in no small part on the stage and makeup, so careful preparation is needed.

Step 2: Organize performances

Organizing performances is an important step of TCĐK. This is the result of a process of training and preparation. Organizing a performance is essentially organizing a game for children, but this game needs to be organized thoughtfully and carefully to bring good results. Organizing a performance is not simply reorganizing the performance of the script, but re-creating a part of life in cultural activities, which is watching plays and performing plays.

Children of preschool age actively participate in TCK. Children can organize their own games, they are both performers and spectators during the play. She monitors the children's playing process, encourages them to be confident, guides them in choosing a play topic, assigning roles, recalling the content of the work... At this age, she does not need to participate directly in the child's play. children, she only plays the role of advisor, helping them when necessary.

c. Implementation conditions

When organizing TCD to educate children about gender, teachers need to note: Based on the topic; content of moral value education; She chooses scenarios that suit the children's abilities. After selecting the appropriate work, to organize the standard practice effectively, the teacher proceeds to organize the standard practice for children according to the steps above. It is necessary to prepare the stage, props, and makeup carefully; The stage must ensure minimum conditions such as lighting, scenery, backdrops... to suit the play that children perform. For children's makeup, teachers can use paper to make hats, shirts and draw appropriate pictures for each role...

3.3.1 Create attractive and problematic situations to organize and train the ESDs for children

a. Purpose, meaning

Religious value education for children of preschool age in general and early childhood education for 5-6 year old children in particular is a very important job. Therefore, we want to form and develop GTĐĐ Through the activity of getting acquainted with teaching methods, teachers need to create interesting and problematic situations or take advantage of situations that arise in daily life to organize and practice problem solving. for children. Help children develop their role as active subjects, stimulate creativity, apply existing knowledge to solve situations that arise in life, contribute to stimulating curiosity and understanding, and become a role model. opportunities for children to experience and practice ethical behavior.

b. Content and procedure

Based on the content of the teaching method, teachers use real situations and hypothetical situations in daily life,

helping children apply knowledge they have learned to solve situations in different ways, helping to promote their abilities. children's creativity.

Create attractive situations that are problematic, containing the need to demonstrate certain moral behavior so that children can behave themselves in that situation, in order to train children with moral qualities and habits of corresponding moral behavior. Responsiveness (knowing how to address and greet politely, knowing how to help parents, grandparents and relatives, helping others when encountering difficulties, being disciplined, neat and tidy...) Teachers proactively create problem situations, attract children, and gradually increase the difficulty level of the situations. With suggestions or different ways of talking about the content of the situation, it will motivate children to make more efforts in finding ways to solve new problems that arise independently and creatively. to handle situations well.

Teachers use tricks to interest children in the content of discussions and conversations about how to solve situations with the teacher. This will help children form ethical behavior.

The teacher presents a situation and asks children to solve the situation. If the child has difficulty solving the situation or comes up with an incorrect solution, The teacher can suggest to direct the child's answer according to the teacher 's request. When children have a suitable solution, teachers can give them many different situations for them to solve in groups.

Teachers comment and add the most effective solutions for children. Emphasis should be placed on emotional education and moral behavior.

Encourage and promptly praise children who show kindness and express their emotions while solving situations. It is necessary to explain to children the social meaning of behavior.

c. Implementation conditions

Situations need to be simple and suitable for children's cognitive abilities.

Teachers need to suggest and give many situations for children to think and solve, suggest and orient children to have appropriate solutions. For example, if it were you, what would you do? How?.

Bringing children into the experience of solving situations must be natural, avoiding forcing or rigid psychological pressure on children.

It is necessary to create a joyful, comfortable and excited atmosphere to be ready to participate in experiencing and practicing ethical behavior.

3.3.2 Use a system of open questions, suggestions, comments, and supplementation of children's answers towards the development of problem solving strategies

a. Purpose, meaning

In the process of organizing children to learn about cultural teachings by using open questions, suggestions, comments and supplementing children's answers, teachers check their awareness and level of development of children's communication skills. of children, thereby building for them standards of moral behavior. Because, in reality, when children encounter situations where many children do not express their moral feelings, it is not because they do not want to do it, but mostly because they do not understand and do not know how to do it.

b. Content and procedure

- Teachers build a system of questions appropriate to children's awareness.
- Teachers use tricks to interest children in the content of the discussion and conversation with the teacher.
- The teacher asks questions and asks children to answer. If the child cannot answer or does not answer correctly, the teacher should have suggested questions to guide the child's answer according to the teacher's request.
- The teacher comments and supplements the children's answers, emphasizing the education of kindness, friendship, rules of politeness and culture, and good qualities.

Example 1: In the story *"The White Rabbit Knows His Mistakes"* there are many situations that happen close to children's daily lives to help them form moral behavior. The teacher is the one who sets up systems of questions that help children think to solve specific situations: When Mother Rabbit gives a gift - the White Rabbit hastily grabs the gift, hastily opens it - the teacher asks the children: White Rabbit's friend. Is it correct to do so? - Why? If it were me, what would I do...

Example 2: In the process of letting children get acquainted with literary works, the story *"Starfruit Tree"*, teachers can build a system of conversation questions about the story's content such as:

- + When the birds came to eat the star fruit and asked his younger brother to make a three-gang bag to carry gold, how did he tell his wife to make the bag? Is it true what the bird said?
- + What did you do when you went to get the gold back? Divide to whom?
- + Does that show what kind of person you are?
- + What did you do when you heard that your brother was rich?
- + How was the older brother punished because of his greed?
- + Who do you learn from in this story? Why?

After talking with children, the teacher will add emphasis on the content of children's education for children. Educating children must know how to love each other, especially brothers in our family must know how to love, yield, and help each other...

- In addition to questions that focus on the content of solving learning tasks, teachers need to ask questions that direct children's compassion into real-life relationships such as:

- + Do your children have any brothers or sisters at home? Do you love your brother (sister)?
- + Do you give your toys to your siblings?
- + When someone is in trouble, do you help them? How do you help?

From the children's answers, teachers need to emphasize and inculcate in children the correct symbols of moral feelings in life: For parents, siblings must know how to love, help, and tolerate each other..., caring, sharing and ready to help when others have difficulties. In life, always be humble, live sociably, always care to help you and everyone around you, always be polite and speak politely with adults...

c. Implementation conditions

To be more effective in developing land use cases For children, in the process of organizing for children to become familiar with cultural teachings, the conversational question system should:

Ask questions intelligently and skillfully, appropriate to the child's age, and promote the child's positivity.

Questions follow the sequence of plot content, directing children to develop moral values.

Questions related to the character's qualities and personality. Questions help children express their attitudes and assessments about the character and the character's actions.

Questions related to content heard and life experiences.

3.3.3 Collaborate between teachers and parents in educating children 5-6 years old through activities to familiarize themselves with traditional teachings

a. Purpose, meaning

Family is the first educational environment and a lifelong educational environment for children, the coordination between teachers and parents in child education is for children through activities to get acquainted with cultural teachings to reach agreement on educational goals, content, ways and methods of educating children. Coordinate between teachers and parents to create an educational environment for children Unity and closure help children have the most favorable conditions to develop and perfect their personality to meet the goals of early childhood education.

b. Content and procedure

Teachers discuss to help parents correctly understand the importance of childbirth education for each individual's development. Help parents correctly understand the meaning of child education for children 5-6 years old through organizing activities to familiarize themselves with cultural heritage and the necessary conditions for educating children about childhood. Let children familiarize themselves with cultural heritage through organizing activities. From there, parents understand their role and responsibility in coordinating with schools and teachers to organize child education education. Let children familiarize themselves with cultural heritage through organizing activities.

Instruct parents on literary texts and story genres that dominate the education of children's education at home and the need to create conditions for children to participate in activities to practice motor skills

Encourage young parents to contribute finances, supplies, and toys to implement child education education Effectively help children become familiar with cultural heritage through organizing activities.

Encourage parents to spend time telling stories with their children at home, talking to them about the content of the story. Through the story, what lessons can be drawn and what should be taught to children so that they can demonstrate appropriate morality and behavior? Or parents play characters in stories, participating in play with their children to set a moral example for children to follow. Through this, children can learn moral lessons and behave in accordance with standards.

Encourage parents to create opportunities for children to expand the scope of communication and expand relationships in society. Allow children to perform adult actions on their own. It is necessary to pay attention to training children to speak correctly, in complete sentences and flexibly coordinate non-verbal means of communication in the communication process.

c. Implementation conditions

Consulting helps parents understand their role in children's education in general and child development education in the

activity of getting acquainted with cultural heritage in particular.

Parents are correctly aware of activities to familiarize themselves with cultural activities and the importance and necessity of child education. Organize activities to familiarize children with cultural materials, proactively support teachers in organizing activities to familiarize with cultural materials and educate children for children 5-6 years old.

Parents have ways to educate children suitable for children's daily life and play needs. Proactively deploy the content of street education education for children through activities to get acquainted with cultural heritage right at home.

4. Conclusion

Educating children about gender identity from an early age is necessary and has practical significance. Because moral feelings are one of the foundations for children to develop their comprehensive personality. At the preschool age of 5 - 6 years old, children are entering a new turning point along with the change of mainstream activities. The article has proposed four measures to educate children 5-6 years old through activities to familiarize themselves with historical teachings at kindergartens. Thanks to cultural teachings, moral education for children becomes gentler, more natural and more effective. This is a method to help children absorb basic concepts deeply and sustainably.

5. Acknowledgments

The author thanks the sponsorship of Tan Trao University through the topic "Educating moral values for 5-6 year old children through activities of getting acquainted with literary works in some preschools mountain in Yen Son district, Tuyen Quang province" with code 2021.5.04.

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