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Educating Moral Emotions for 5-6 Years Old Children through familiarizing them with Fairy Tales

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Abstract

Fairy tales play a significant role in the formation and development of children's moral feelings. Fairy tales have apparent moral, ethical, and philosophical content. All things and phenomena have a cause-and-effect relationship: "Sow the wind, reap the storm, stay gentle, and reap the good". Through the content of fairy tales, children become aware of the good and right things, love their family, and love their homeland; know how to remember the gratitude of grandparents, parents, teachers... Thus, familiarizing

children with literary works, especially through fairy tales, has great significance for the education of moral emotions, fostering spiritual qualities, and developing preschool children's personalities. It can be said that children are very sensitive to the moral-emotional content in fairy tales, so moral-emotional education plays the most important role in the development and personality formation of preschool children.

Keywords: Ethics, Moral Sentiments, Moral Sentiment Education, 5-6 Year Old Children, Literary Works

1. Question

Ethics is the source of every person's personality. Moral education for people is very necessary and plays a very important role, especially in today's era of industrialization and modernization. The young generation is showing trends of moral degradation, lifestyle deterioration, indulgence, pragmatic living and irresponsible living. To contribute to improving this situation, it is extremely necessary to educate people about moral emotions right from childhood. As our ancestors said: "If a child doesn't win, even a branch will break." Therefore, right from preschool age we must focus on educating children about moral feelings and this is the golden period for emotional education. Moral awareness for preschool children.

In today's society, there are many children suffering from a number of psychological diseases such as attention deficit hyperactivity disorder, depression, autism... Therefore, educating children with these psychological diseases still faces many difficulties. and limitations, it can be said that fairy tales are the most effective and fastest method and measure to help children improve their vocabulary, gain more awareness of the world around them, and develop comprehensively both physically and mentally. Intellectual, aesthetic and especially moral sentiments.

2. Some establishments develop measures to educate moral emotions for children 5-6 years old year old

2.1 Based on psychological and physiological characteristics 5 -6 year old

The age of 5 - 6 years old is the final stage for children in preschool age - that is, the age before going to high school. At this stage, the typical human psychological structures that have been formed before, especially during preschool age, continue to develop strongly. With adult education, those psychological functions will be perfected in all aspects of psychological activity (cognition, emotion, and consciousness to complete the building of the initial foundations of humanity). Human way.

Physiological and anatomical research results show that the brain of 5-6 year old children is no different from the adult brain. With one and a half billion nerve cells and tens of thousands of other auxiliary cells in the brain, children demonstrate intellectual capacity through the combined activities of speech, thinking, observing, concentrating, paying attention, the ability to remember and associate, imagine and solve tasks, play, and learn creatively.

Preschool children often perceive behavioral norms and rules as these ruler measure to fight price People other and fight price copy close. But due love have a cold It is still so dominant that it does not allow children to use that yardstick to objectively evaluate the behavior of others as well as their own. At the age of 5 - 6 years old, children grasp the skill of comparing

themselves with others, which is the basis for evaluating a person. way correct correct than and Also To be muscle department to young say mirror these People Good, job Good.

A clearly defined sense of self helps children control and adjust their behavior in accordance with social standards and rules, thereby making their behavior more social and personal. Sharper than before. A clearly defined sense of self also allows children to perform actions more mindfully, so that processes have a clear intentionality. Due to the determination of ego consciousness clearly clear than and the too submit heart physical carry count owner determined, do give the Children's volitional actions are increasingly revealed clearly in play activities and in life.

In general, 5-6 year old children have accumulated a relatively rich life and experience about the phenomena of the surrounding environment. However, children love to imitate adults' actions and do so very quickly. It is the behavior of parents, teachers and people around them that are the behavioral models that children learn. Therefore, all actions of adults must be standard behaviors for children to follow. Although their sense of self has been formed and developed, children's ability to self-evaluate and adjust their behavior is still at a low level. Therefore, in many situations, children have to fight against desires or actions that go against their needs, so adults need to care, guide, check, and encourage children to form good habits.

2.2 Based on the goals of early childhood education young

Preschool age is also the period when personality begins to form. Although it is not completely shaped, it has a relatively stable basis for continued development and improvement. Psychological research shows that the basic personality traits of a child's personality are formed during this period and often affect the child's future personality. Any shortcomings in education during the kindergarten period will be very difficult to overcome later this.

Preschool age 5 - 6 years old is an important turning point in a person's development. At this stage, a person's psychological structures are gradually being completed and children are about to transition to the student stage and fulfill their academic obligations.

Because of the importance of Preschool education, the Ministry of Education and Training has set educational goals for this age group:

* General objective

The goal of preschool education is to help children develop physically, emotionally, intellectually, aesthetically, form the first elements of personality, prepare children for entering first grade, form and develop in children. Children's physiological and psychological functions, fundamental abilities and qualities, and necessary life skills appropriate to their age, arousing and maximizing their potential for learning at all levels. Next and for lifelong learning.

* Goals for social-emotional development for children 5-6 years old year old

- Have proper behavior towards yourself and those around you around.
- Happy to accept the job and perform the assigned work together.
- Implement a number of regulations in the family, preschool, and public places.

- Preserve and protect the environment: Put trash in the right place, take care of animals and ornamental plants, preserve utensils and toys, and be conscious of saving money. Frugal.

2.3 Principles for organizing literature familiarization activities learn

The teacher's job when introducing children to literature is very diverse. Teachers bring literature to children to carry out complex teaching and educational tasks. In order for this activity to have a clear purpose and results, teachers need to follow the general rules that form the basis for all activities to familiarize children with literature in kindergarten. These general rules guide the organization of teaching and are called principles for introducing children to literature.

The principles for familiarizing children with literature come from the mission of education and count matter belong to one field area literature chemistry Okay call To be subject learn carry count turmeric art.

They are determined based on theoretical principles of kindergarten teaching and characteristics of literary works.

a. Promoting the active creativity of children in activities of getting acquainted with literature learn

The issue of children has been discussed a lot and explained from many aspects: cognitive theory, new teaching principles, new perspectives on children. Promoting children's subjectivity is a fundamental principle that determines teaching effectiveness. This principle is organically related to other principles but is the focal point and a measure of the true effectiveness of other principles as well as any method used in the teaching process. Without the teacher's own movement, all activities from the teacher become imposed. When children's potentials are truly developed, they can truly gain knowledge, experience themselves in front of the work, and become interested in it. And through the effectiveness of the processes of imparting knowledge and absorbing knowledge, new skills are permanently formed solid.

The requirement to promote the positivity of children in the teaching process in kindergarten in general or LQTPVH in particular, is associated with the creative talent of teachers. How can we stimulate the child's cognitive and sensory psychological activities, so that they gradually grow in all aspects? The principle of promoting children's subjectivity requires innovation in a series of basic issues in teaching. The principle of promoting children's positivity is the focal point in determining the direction and effectiveness of organizing teachers' teaching activities. This principle needs to be thoroughly understood in activities and forms of organizing activities of LQTPVH in preschools. The results of learning are only truly achieved when children actively and proactively participate in the teaching and learning process.

A particularly important aspect of the development and qualitative change of cognitive activity and thinking in general. Only in the process of active thinking activities can children acquire knowledge, practice skills, and be interested in learning. All of this leads to improving the personality in general, especially enriching cognitive and spiritual needs.

Thus, children's learning needs to be based on the foundation of their own active cognitive activities, and requires them to have a proactive and creative attitude and

spirit. Children's cognitive positivity according to IF Kharlamop can be defined as follows: *"In general, positivity is the active state of the subject, that is, of the actor. So cognitive positivity is a child's active state, characterized by the desire to learn, intellectual effort and high determination in the process of mastering knowledge."*

In the process of organizing children's intellectual development in preschools, promoting children's creativity is how to not only participate but receive comprehensively and appropriately from intellectual awareness to emotions and vibrations. Soul, from recognition to comments, evaluation and above all, knowing how to organize learning and apply active teaching methods. It is very important that the teacher's specific teaching actions will determine the success of provoking and stimulating children's cognitive interest in the learning process. LQTPVH.

To do so, educators must organize activities for children, especially activities that turn inward (inward) so that the work directly impacts the child's personality and turns it into lasting personality content. Solid.

b. Ensuring fit strength

Being fit is not about creating something that matches the child's existing abilities, but rather aiming at the child's ability to achieve by trying to awaken the child's potential through positive methods in the process of helping children develop developmental skills. Thus, fitness, as conceived here, includes development. To create strength, teachers need to pay attention to the complexity and capacity of literary works appropriate to each age level, with required goals, appropriate methods and measures, arousing interest and stimulation. Children's desire for knowledge. This is an important principle in organizing teaching activities at MG.

To do it, in the process of organizing teaching, teachers must not only give children easy and familiar tasks but must also give children tasks that require the effort of intellectual activity. The teacher's guidance and direction are important factors to promote children to reach their nearest development zone, helping children to go to school bring full meaning to their lives. It.

c. Ensure pedagogy and system in planning activities to familiarize yourself with literature learn

The pedagogical and systematic nature of planning and organizing LQTPVH activities requires selecting content according to the program of developing personality aspects associated with identified educational tasks. Must choose teaching methods suitable to the content and subjects. Teaches from simple to complex, what is necessary for the proper development of children's abilities. Proper education is about awakening children to what they already have, helping them develop according to pedagogical orientation.

Is it necessary to develop children's literary intuition through the formation of more and more quality symbols and the relationships between those symbols? The more children develop, the more coherent and systematic they are able to combine symbols and concepts in a whole work. Organizing activities to familiarize children with literary works will help them acquire a system of knowledge about literature and will form in them lasting personality qualities. Solid.

d. Guide children to feel the value of the content and form of ancient stories accumulation

The value of literary and artistic works is determined by the harmonious unity between the content and form of the work. Creating the beauty of a literary work must include the work's formal elements. In order to form and

comprehensively develop a child's personality through the means of art, literature has a significant position in the child care and education program. In countries around the world, people clearly recognize the role of artistic language in the development of language and artistic perception. Young.

In literary reception, the direct impression obtained from literary and artistic works is extremely important. Therefore, the ideas and content of the work will be absorbed by children from expressive artistic images under the guidance of the teacher.

As mentioned above, children's perception of literary works depends on the unified relationship between the content and form of literary works. Although they do not yet have a complete understanding of language, genre and literary expressive forms, preschool children appear to be attentive and fascinated with the plot and images of narrative works with sounds. Rhythm of poetry. They distinguish between poetry and prose and point out some characteristics of poetry and stories. Recognize and distinguish fairy tales from the opening formula, the happy ending, and the magical elements in the work. In the process of familiarizing children with literary works, children are taught genre of work with the most typical characteristics, introducing a few rhetorical expressions, teaching children to apply what they know to recognize and comment on good verses with their favorite words. Children know how to apply good words and sentences into their own language, write poetry, and tell creative fairy tales. Create.

The results obtained show that these things are important in forming children's love of language arts and the desire to participate in literary and artistic activities. This has allowed us to confirm that preschool children can develop a partial appreciation of the artistic value of literary works. In educating children about art and literature, we need to direct them to the formal elements of the work help children initially recognize the beauty of the work, enriching the child's spiritual life. To do this, a pedagogical process must be organized with a harmonious combination of science and technology art.

3. Measures to educate moral emotions for 5-6 year old children through familiarizing children with fairy tales at Tan Trao kindergarten

3.1 Measures to raise teachers' awareness

** Purpose and meaning*

Preschool teachers are the ones who directly teach and bring fairy tale content to children through their activities in kindergarten. Therefore, in order for the education of children's moral emotions to be most effective, teachers must be knowledgeable and have good pedagogical skills so that the process of conveying fairy tales to children can be easily achieved. The easiest and most effective way

** How to proceed*

First of all, teachers must be knowledgeable and seek to improve their professional knowledge through short and long-term courses, books, reference materials, and specialized professional training classes. -> Raise awareness in each stage of social development, grasp new documents and circulars of the Ministry of Education and the state on tasks, content and methods of educating children.

Teachers themselves must appreciate the role of story time in the program because only then can there be proper investment in this subject. One reason why children are less interested in listening to fairy tales is that a small number of

teachers have not used fairy tales for their intended purpose (based on survey results and actual teaching practices in preschools). Storytelling is often taught roughly or used for other purposes such as reviewing other subjects...

Teachers need to prepare moral education content in a clearer and more specific plan, invest in preparing a system of questions, situations and ways to solve those situations to integrate educational content in a light way. Gentle, natural.

In the process of exploiting the content of moral education, teachers need to pay attention to posing a system of questions, suggestions, and promoting children's positivity and initiative. Teachers need to analyze the content of the story clearly and specifically and need to relate that moral education content to real life, orienting children on specific moral behaviors and habits in life. Daily.

Teachers need to practice their own pedagogical skills

In order for the lesson to have good results, teachers must carefully prepare lesson plans, memorize the story, and memorize the conversation details so that they can role-play well.

During the teaching process, teachers must create a receptive mood for children, which means creating a classroom atmosphere that is suitable for the content of the story. At the same time, we must help children receive the story's content as well as its impact naturally, avoiding the phenomenon of forcing.

Study the work carefully and practice telling it expressively many times before organizing activities to familiarize children with fairy tales. Each story has its own quality and appearance. Therefore, teachers must read the story carefully and master those unique features. Practice reading and retelling with expression many times to know which passages are unclear, which images are still blurred, which narratives are dry and lacking in emotion... to find ways to fix them. When reading or narrating expressively in class, the teacher's voice needs to be clear and soft enough to be heard. Facial expressions and gestures have the effect of supporting the reading to make it more expressive, but it needs to be handled moderately and naturally; any artificial exaggeration will not achieve the desired effect. When starting to read or tell expressively, the teacher should skillfully create an atmosphere of waiting and initial attention, avoiding creating order with comments and insensitive gestures. During the process of reading and telling expressively, you should avoid stopping to remind one child or criticize another. Because doing so will interrupt the child's attention, causing problems in the communication between teacher and child.

Teachers need to pay attention to the arrangement of children's seats so that everyone can see and hear her voice clearly. There must be closeness in space to create emotional closeness. While reading expressively, teachers need to have emotional exchanges with children, sharing joys, sorrows, and worries about the fates of the characters in the story. When carrying out education, teachers should communicate with children in a gentle, friendly, close manner, evoking children's emotions.

To help yourself improve your knowledge, collect fairy tales with high and effective moral and emotional educational content, and collect high-quality lesson plans to serve your lessons. The group of teachers should have proper relationships, have professional ethics and lifestyle ethics, and behave in the group in a gentle and cordial manner, avoid unpleasant conflicts, and avoid using offensive

language., crude and unethical gestures. Teachers must be a moral example for children to follow.

Teachers need to pay attention and find specific lessons for each story as well as ways to convey that educational content to children.

Each fairy tale has a different content and meaning, and not all fairy tales have moral educational significance for children. Therefore, teachers need to have certain orientations in choosing appropriate moral and emotional education content for children. For example: When deciding to teach the story "*Fairy Gourd*" the opening part is interesting to children, the teacher can quiz the children. She read the riddle: "*Same as squash, but rounder. Hanging in the garden, Blue-green skin?*" (*Guess what fruit is it?*). Then gradually lead children into the content of the story. The teacher must determine that the content of the story is that the boy's personality is gentle and kind. And the old landlord is greedy and cruel. So we must learn from the boy's example and do many good things for others.

During a lesson to familiarize children with fairy tales, if the teacher conveys them to the children in a concise and easy-to-understand manner, the children will easily comprehend the story's content. At the same time, through the teacher's voice, children can recognize the feelings and emotions of the characters in the story. From there, it shows love and hate for those characters. Therefore, it can be seen that the teacher's communication style is an extremely important factor affecting children's perception. Therefore, teachers need to practice skills and be flexible in communication to help children acquire moral feelings most effectively.

3.2 The selected fairy tale must be suitable for the psychological and physiological characteristics of 5-6 year old children

Purpose and meaning

Choosing fairy tales that suit children's psychological and physiological characteristics is extremely necessary. Choosing story content appropriate to the child's characteristics will help guide the child's comprehensive physical, intellectual, spiritual, social relationship, and especially moral emotional development.

How to proceed

The fairy tales selected by teachers must have content suitable for the psychological and physiological characteristics of children aged 5-6 years old.

+ At the age of 5 - 6 years old, children's attention is more focused and steadfast, the lesson lasts longer, especially when children look at pictures, so in the lesson the teacher can combine pictures, drawings, powerpoint... to attract children's attention. Furthermore, children are exposed to fairy tales indirectly through teachers. Therefore, children receive stories in a non-active way. Therefore, teachers need to prepare supporting means for children to deepen their knowledge and content of moral and emotional education.

+ In addition to the teacher's efforts, children must sit and listen to the teacher tell stories, be really serious, and not joke around with their friends. Receiving fairy tales with friends will help children feel comfortable and open, stimulate them to be more active, but at the same time distract their attention.

+ Understanding children's psychology also means that teachers understand the characteristics of receiving fairy tales of 5-6 year old preschool children in order to choose fairy tales that are suitable for the content of moral and

emotional education for children. Effective and helps children feel comfortable during class.

The selected fairy tale must have meaningful content that educates children about moral feelings.

+ Moral education for children through familiar characters in fairy tales: Children often think in images, so educating children using the image method has a great effect. A characteristic of young children is that they often imitate what they see and hear. Therefore, teachers need to rely on these characteristics to foster moral qualities in children. Tell children about role models such as: The little girl in the story "*White Chrysanthemum*", the kind sister in "*The Starfruit Tree*"... This method has a great effect on educating moral feelings in children. We can set examples of good deeds and good people with typical fairy tale characters for children to imitate and learn noble qualities: Being polite, knowing how to protect public property, and helping others when they encounter difficulties... Regular training: Training children's moral behavior must be carried out regularly and continuously, to help children form moral habits.

3.3 Teaching children to creatively tell fairy tales to create opportunities for children to practice moral behavior virtue Purpose – meaning

Fairy tales are spiritual food for children, especially preschoolers 5-6 years old. At this age, children love and enjoy listening to fairy tales. Organizing creative activities to teach children to tell fairy tales aims to deepen moral lessons for children. When fairy tales are told in a creative way, children will be more interested in absorbing the educational values of the work more deeply. At the same time, it creates opportunities for children to express their ideas, understandings, and sympathies towards the characters through their creation of humane, heart-warming plot details and endings. Core love.

How to proceed

Teachers need to master the plot and carefully study the work before introducing fairy tales to children contact.

Introducing children to fairy tales will guide them tell.

She uses a system of questions to help children remember and better understand the content of the story, and directs them to good behavior with the characters in the story. Story.

She suggests helping children come up with creative ideas for stories that aim for happy, humane endings literature

Give young tell again sentence new story belong to me with the love details bright create.

When guiding children to create creative fairy tales, we use substitution to create new fairy tales. Replace variable elements such as characters and actions while keeping the character's functions intact. Keep the plot with a happy ending to educate children about morality. For example, based on the plot of the story "The Legend of the Starfruit Tree", she can guide children to create another story such as "Eat the guava and pay for it". Gem"

She teaches children to retell each passage by substituting characters and other elements:

Once upon a time there were two sisters whose parents passed away early. The two sisters lived together until both sisters got married, then they decided to live separately. They then divided the property their parents left behind. The older sister, with her greedy nature, took over all the gardens, fields, cattle, and houses that her parents left

behind. Only leaving his younger brother a garden and a small hut. In the garden there is a guava tree. The younger couple, with their gentle natures, did not complain. They fertilized the guava tree every day and worked hard to feed their family. Family.

That year, suddenly, the guava tree in the garden of her sister and her husband strangely bore fruit, each branch was heavy with large, shiny green and delicious guavas. The younger sister saw the guava tree and secretly felt excited about selling the guava to sell it rice.

One day, a strange bird flew from nowhere to eat guavas. Seeing the bird pecking at the guava to eat, the younger brother immediately picked up a stick to chase the bird away and told him: "Hey bird! I only have this one fruit-bearing guava tree that I have worked hard to look after until harvest time. Now if you eat all the fruit, I will have nothing to sell for money. Rice."

The strange bird ate the guava and replied: "Eat one fruit, return one pearl, sewn into a 3-gauge bag, carry it with you to store." When her younger sister heard the strange bird say that, she felt secure and let the bird eat the guava. A few days later, strange birds flew to eat the guava again. After eating, the bird told his younger brother to get a 3-piece bag so the strange bird could lead him to get the gold. The bird flew forever, flew forever over high mountains, across the vast sea and landed on an island containing many pearls and treasures. The younger brother walked around the island admiring it to his heart's content, then took the pearls and filled them with a 3-gauge bag. The strange bird told the younger brother to take more pearls, but the younger brother did not take it. After taking the pearl, the younger brother got on the strange bird's back and let the bird fly back home. From that moment on, the younger sister who had many gems and jewels became rich. The younger sister had a gentle nature and was not greedy at all, so she brought grain, rice, gold and silver... to help the families who were still in need. Poor. The older sister saw that her younger brother was rich because a strange bird took her to get pearls, so she immediately came to visit and asked to exchange her house, fields and garden for her younger brother's guava tree. The younger brother also agreed to exchange for her sister.

When she saw her younger sister agree to move house, she was delighted and immediately packed her things and moved to her younger sister's house to wait for next year's guava season to ask for strange birds to take her to get pearls. In the following season, the guava tree continued to bear fruit and strange birds flew in to eat the guava. This time the sister also pretended to be poor and pretended to be miserable, crying and complaining to the strange bird. The bird said: "Eat one fruit, give one pearl in return. Make a three-cast bag and carry it with you." contain"

The older sister was so happy that she immediately sewed the bag to 12 gangs, not 3 gangs, to hold a lot of pearls. The next day, a strange bird took her sister to get gold. As soon as she arrived, the older sister quickly grabbed the pearls and put them in her pocket, and even put more pearls on her body. The bird tries its best to fly, but the distance is long and the pearls are so heavy that they are too heavy. Several times the bird told the older sister to throw away the pearls to make it lighter, but the older sister still insisted on holding the bag. The strange bird was angry, it tilted its wings and knocked the greedy sister down sea.

The second way we rely on to teach children to creatively tell fairy tales is to complicate fairy tales, which means

relying on simple plots in the story to complicate it or change the ending in a positive direction. Better to help children correctly identify the moral behaviors that are taught positive

For example: In the ending of the story "The Legend of the Starfruit Tree", the older brother fell into the sea and died. Then she can give directions and suggestions to help children create a new, happier and more humane ending to the story as follows: The older brother was thrown into the sea by a strange bird, but fortunately the older brother was saved. The fisherman saved his life. When the older brother returned, the younger brother returned the house and land to him and decided to cut down the sweet star fruit tree so that the magic birds would not come to eat the star fruit anymore. Seeing this, the older brother felt very remorseful and promised to always treat him well. In the end, the two brothers returned to live together in harmony and loved each other for the rest of their lives.

3.4 Use fairy tale content in children's daily activities

Purpose and meaning

In order to effectively educate children about moral feelings, we must educate children about moral feelings anytime, anywhere in their daily activities in preschool. Through daily activities, children will comprehend them. The content of moral emotional education is gentle, without being constrained or forced to integrate the content of moral behavioral education through children's daily activities.

How to proceed

Picking up children activities: Every day when picking up children, teachers often practice the habit of coming to class to greet teachers, friends, grandparents, parents, and siblings when they leave. Because the activities of picking up children are frequent and continuous, training children's habits will have many advantages. When welcoming children into class, teachers always remind children to come to class to know how to greet politely, how to play with friends, and how to help. Help you... Teachers welcoming children into class with a kind, cheerful and welcoming attitude gives children a feeling of joy and comfort, a feeling of being loved and respected, which helps children love school, class, and love even more. Teacher and enjoy going to class with her and friends. Therefore, every day teachers must pay attention and persevere in training children's moral feelings. Teachers must always be close, loving and talk to children openly and naturally so that children can express themselves.

For example: When talking with children about their family, the teacher asks them:

- Who is in your family?
- What do your father and mother do?
- How many brothers and sisters are there in your family?
- What will you do when your grandparents, parents... are sick?

Outdoor activities: Outdoor activities help children experience direct contact with toys, plants, and flowers, so the formation of moral feelings for children is very close, easy, and realistic. International.

For example: When allowing children to observe taking care of the vegetable garden in the school yard, the teacher allows children to directly observe, touch the plants, and feel the beauty of the plants. Pulling weeds, picking up leaves, watering, catching worms. This helps children realize that if

they want the vegetable garden to always be lush, they need to take care of it carefully and regularly, and especially not to pick off leaves or step on them. Vegetables will help children develop a love for nature.

Corner activities: For preschool children, "Learning through play - learning through play", so when participating in corner activities, children can experience many different roles in life, thereby requiring them to think, must be creative and proactive when playing. When children play, teachers always observe and guide children to play and role-play with them. I always suggest to children what to do when playing? Know how to unite, interact with friends, don't push and throw toys, know how to take care of them, clean them, and arrange them in the right place with your teacher. Through corner activities, children can be bold and confident in communicating with people around them.

Lunch - nap activity: Before mealtime, I remind children to wash their hands with soap under clean running water, then sit them at the dining table and read the poem:

Meal time

It's time to eat

Please come to the table

Here are the spoons and dishes

Scoop neatly

Don't be in a hurry

Rice falls, rice falls

(Author: Le Thi Hoa)

Every day at mealtime, teachers let children read this poem to help them get interested and remember what they need to do during mealtime. During meal times, the teacher introduces dishes to the children and suggests that the children invite the teacher to invite friends to eat with them. While the children eat, the teacher is attentive, encouraging, and encourages the children to eat their full portion, while they eat, they do not work. Drop rice or food on the table or on the ground, do not talk in private when eating, and when coughing or choking, cover your mouth or turn away. From there, form cultural eating habits for children such as: Wash hands and face before and after eating, wipe mouth after eating, children know how to use eating utensils and utensils properly. Correct. Eat and drink neatly, do not spill, chew softly without making noise, do not talk, eat all the food. know how to invite her and her friends before eating, know how to clean up and put away utensils, bowls, plates, spoons... in the right place or know how to help her prepare the table, sit neatly, and not affect the people around her when eating. Eat. Besides eating activities, through sleeping activities, children also know that they must get enough sleep at the prescribed time, when sleeping, they should not talk privately, should not pull the pillow, and should not put their legs or arms on their friend's body.

Example setting activities at the end of the day: Human psychology in general loves to be praised rather than criticized, especially young children, who love to be praised and encouraged when they do good things. Encouraging words and small rewards also make children happy and encourage them to try harder to be praised and rewarded. When teaching children to always be honest in what they say and do, teach them how to self-evaluate whether they are good or not today and the reasons why they are not good. From then on, I always pay attention to observe every word, behavior and gesture of the child, to see if what the

child says is true to what he does, in order to promptly set an example for him in front of the class so that the whole class can praise him for what he has done. Many good deeds or realizing one's shortcomings are worthy of being praised and rewarded with placing good child flags on the day. I always set requirements for giving flowers to good children such as "The child is clean, the child is polite, the child studies." "be good", this has helped me encourage children to enjoy and want to be good every day so that they can hang their teacher's good-natured flower flag.

For example: At the end of the day, the teacher often lets the children comment on who was good in class today. After the children finish commenting, I will give a general comment. Oh that's right, my friend Thien Nhan came to class today and was very good because he knew how to greet her when he came to class. During class he knew how to help his classmate An. During meal time he ate very quickly and didn't drop food on the table. Let's talk in private, are you good? Let's study and praise everyone in the class. Setting an example will build children's confidence and courage. As for those who are not good, teachers create opportunities for children by inviting them to read poems, sing and dance, and give small gifts to encourage them to try harder so that next time they will receive as many gifts as the others. Friend.

Returning children activity: When returning children, I let the children sing the song "Going home from school". Children stand up to greet their teachers and friends before leaving. Through the returning children activity, I remind children to obey their grandparents and parents before returning home. Know how to invite adults when eating, when eating don't talk and don't drop the rice cloth, after eating know how to take a toothpick to invite adults, when going home know how to give toys to the baby, don't compete with friends for toys, don't draw graffiti After eating, they know how to throw trash in the designated place. Since then, teachers have created great trust from parents, teachers feel excited and comfortable to discuss the children's situation at home and feel the Children have clearly changed since coming to class. When returning the children, the teacher lets the children sing the song "Going home from school" and makes the children stand up to greet their teacher and friends. I see that our class has a friend, An. When she comes home from school, she knows how to help her parents and grandparents, knows how to give her water when she is sick... do you think An is good? When

you go home, you must also know how to help your parents and grandparents like An!

3.5 Combined measures between family and school

Purpose and meaning

In educating moral emotions for young children, it is very important that when all personality traits are at the initial stage of formation, the educational impacts need to be focused in one direction, so unifying the impact Education between family and school is extremely necessary in preschool. The number of children in a large class, in addition to the general characteristics of their age group, each child has their own unique characteristics. Therefore, to effectively educate children about morality, teachers must have a certain understanding of children through discussing and talking with parents, chatting with children and observing children's behavior every day. A day for teachers to come up with necessary methods and impact measures and at the same time coordinate with parents to educate children according to the school's plan and program content with appropriate educational measures.

How to proceed

Organize regular parent meetings (3 times/year) to inform families of work, discuss forms of coordination between family and school (meeting at the beginning of the year) or combine knowledge dissemination. Children's education for parents.

Teachers announce through the board or through the "Propaganda to parents" corner of the school or each group and class: Propagating information to parents about children's education knowledge or informing about activity content and requirements. The school's needs for the family, or the content that the family needs to coordinate with the teacher in implementing the moral and emotional education program for children.

For education to be most effective, it is necessary to coordinate closely with parents from the beginning of the school year. Teachers need to announce the entire year's curriculum for parents to understand. Set out school and classroom rules and regulations, through parent meetings, and agree to coordinate with parents effectively. Through that, parents understand the importance of educating moral emotions.

Teachers can understand children's characteristics through the following parent survey:

S. No	First and last name	Nation	Male Female	Interest	Limitations that need to be overcome (personality, habits, behavior, speech...)	Full name of Father/Mother	Career	Phone number

From there, teachers can understand children's circumstances, interests, habits, behavior and attitudes, and then take appropriate educational measures.

Propagate to parents about the benefits of fairy tales in the process of educating children about moral emotions.

At the beginning of the topic, photocopy fairy tales with moral and emotional educational content for parents to see. Give parents copies so they can tell their children about it in their free time or before going to bed.

Parents visit preschool activities. Help her collect waste materials to reuse to make utensils and toys for teaching, playing and telling fairy tales for children. For example:

Parents keep bottles of dishwashing oil, fish sauce bottles, cigarette packs... as toys for their children. Educating children about moral emotions cannot be separated from the family because love education is the basic content of compassion education for children.

In short, coordination between family and school in caring for and educating children's moral and emotional emotions has become one of the basic principles of education. The close coordination of the above two educational environments is first to ensure unity in awareness as well as educational activities in the same direction, one purpose, a combined impact, concentrically creating stimulating

power., promoting the development of children's moral emotions. Teachers must always talk and propagate with parents about the content of moral education and appropriate moral behavior for children so that parents can coordinate and train their children and teach them at home.

4. Conclusion

Educating children about moral emotions is a very important issue that needs to be paid attention to and implemented promptly. Because today's young generation tends to degrade in morality, degrade in lifestyle, lead a loose, dissolute, selfish, irresponsible lifestyle... This is an alarming situation that the Party, State and The whole society is looking for ways to overcome it, the most important task belongs to all levels of education. Schools not only provide children with knowledge but must also educate and persistently foster in students compassion, honesty, self-esteem, healthy thinking and lifestyle, respect for ethics and living. Disciplined. This education must be paid attention to and take place right from preschool age.

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