

*Foreign Research  
Чуждестранни изследвания*

## **THE STUDY OF EDUCATIONAL PROGRAMMES AS A WAY OF EFFECTIVENESS OF MORAL EDUCATION OF PRESCHOOL CHILDREN**

**<sup>1)</sup>Tatyana Ponomarenko, <sup>2)</sup>Jeļena Badjanova**

*<sup>1)</sup>Borys Grinchenko Kyiv University (Ukraine)*

*<sup>2)</sup>Daugavpils University (Latvia)*

**Abstract.** Moral education of preschool children is a focused process of their initiation of moral values of mankind (humanism, kindness, humanity, justice, mercy and altruism) and stimulation of manifestations of empathy, sympathy and support in people' world. Moral education is of great importance in the modern, very dynamic and constantly changing world. There is an urgent necessity to understand that human community is a family, where everyone is a part of the universal whole. It is necessary to avoid conflicts and wars in unity and live in peace. To overcome disputes and solve common problems at the negotiating table rather than by means of armed conflicts. To provide political, economic and social development of society constructively. To overcome any obstacles for free, democratic communication and human interaction. Moral education of preschoolers is based on specially developed content presented in educational programmes. The development and improvement of programmes is carried out throughout the entire period of development of national preschool education. Every document of the programme is created at a certain historical stage of development of society, reflecting its political, economic and social status as well as the level of development of the theory and practice of preschool education. At the present stage of the development of national preschool education, there is a need to study the history of development of the content of moral education of preschool children in national and foreign (Russian) educational programmes, which has not been studied specifically before. This has become the goal of our study and helped to set the objectives and content of moral education of preschoolers for the new edition of the program "Child" (2016).

*Keywords:* moral education; moral competence; preschool children; educational process; education and development programme; preschool educational institution

### **Introduction**

A person needs to adapt quickly, painlessly and constructively to social reality of modern society characterised by its frantic dynamics of development, the satura-

tion of information space, constant socio-political and economic changes. This necessitates the moral education of preschool children, the formation of their ability to understand the social environment, to treat it humanely and to live in harmony with it.

At the same time, in the theory and practice of preschool education, there is a contradiction between the formal, declarative recognition of a person as the highest value of society and the real, not always humane attitude of society to a person and people to each other. Therefore, one of the main tasks of preschool education is the formation of humanity, humanism and friendly relations of preschool children.

To solve this problem, programme support of moral education and development of children in the conditions of a preschool educational institution is of fundamental importance. The elaboration and improvement of educational programmes for preschool children is carried out throughout the whole period of development of the national preschool education.

However, the history of development of the content of moral education of preschool children in national and foreign (Russian) educational programmes with the aim of further improving programmes for moral education of preschool children has not been investigated.

***The aim of the study:*** to investigate the history of development of the content of moral education of preschool children in national and foreign (Russian) educational programmes with the aim of elaborating tasks and the content of pedagogical work with children for the new edition of the program “The Child” (2016).

***The objectives of the study***

1. To investigate the content of national and foreign (Russian) programmes of upbringing and development of preschool children in order to explore the essence of their moral education in its historical development:

– programmes implemented in the educational process of preschool educational institutions of the former Soviet Union;

– programmes implemented in the educational process of preschool educational institutions from 1991 to the beginning of the second decade of the 21st century, the period of formation and establishment of an independent Ukrainian state;

– modern national complex and partial programs implemented in the educational process of preschool educational institutions in the second decade of the 21st century;

– modern foreign (Russian) complex and partial programmes implemented in the educational process of preschool educational institutions in the first decades of the 21st century.

2. Based on a study of the history of development of the content of moral education of preschoolers of the above programmes to elaborate the content of moral education of children for the new version of the program “The Child” (section “The Child in Society”; subsection “Social World”).

***Theory and methodology of the research.*** Modern national preschool education is focused on personality development. The goal of preschool education is the development of each child based on the formation of the basis of his personal culture. The key factors of formation of the child's culture is its interaction with society, the acquisition of moral values and knowledge, the formation of moral behaviour and the development of moral emotions and feelings. (Popova, 2016; Mussapirov et al., 2019; Linde & Petrova, 2019; Lazarova et al., 2015; Jarmusevica et al., 2019a; Jarmusevica et al, 2019b; Diachok et al., 2020).

The moral education of children of preschool age is purposeful interaction between an adult and a child in order to form the moral consciousness of a preschool child in the form of concepts, ideas and judgements; the experience of moral actions and moral behaviour; the development of moral emotions, feelings, empathy and sympathy. Formed at the preschool stage the fundamentals of moral competence largely determine further features of a person's life in the world of people. Moral competence is the result of the child's learning and internal acquisition of moral laws and rules which are actualized in the process of his moral behaviour and determine self-attitude and social reality (Ponimanska et al., 2013)

A number of studies have examined the fundametals of theory and practice of moral education of preschoolers: the content and organization of communication of preschoolers as a way of their moral education (Artemova, 1985); the upbringing of moral-volitional qualities of children in a preschool educational institution (Bure, 1986) the formation of moral feelings of senior preschoolers (Vinogradovoy, 1989); the establishment of humane relationships among senior preschoolers (Honcharenko, 2003); the formation of awareness of a preschool child of moral value of actions (Zolotareva, 1993); the formation of moral beliefs of senior preschoolers in cooperative activity (Ponimanskaya, 1983); the formation of ethical ideas of junior preschool children (Ponomarenko, 1992); the formation of friendliness of junior preschool children (Ponomarenko, 2016, 2017); the development of humane feelings of preschool children (Pirozhenko et al., 2010); the essence and peculiarities of social development of preschool children (Ponimanska et al., 2013); the essence and features of socialization of children of preschool and primary school age (Bohush et al., 2006); the formation of humane relationships of six-year-old children in dramatization games (Khymych, 1996) and others.

The theoretical basis of the study consists of the conclusions of theories and concepts regarding training at higher education institutions of the Ukraine (Duginets & Petrova, 2020; Dyachenko et al., 2018; Petrova et al., 2019; Petrova et al., 2018; Zagorodnya, 2020).

The upbringing of children, in particular moral education, is carried out on the basis of specially developed content presented in the programmes for the upbringing and development of preschool children.

At the present stage of development of national preschool education, pedagogical activity in a preschool educational institution is carried out in accordance with the Laws of Ukraine: “On Education” (2004); “On Preschool Education” (2006), and the Basic Component (standard) of preschool education in Ukraine (2012), programmes for upbringing and development of preschool children (Ponomarenko, 2008).

The programme for upbringing and development of preschool children is a state document that defines the goals, objectives and content of work with children, taking into account their age and individual capabilities, on the basis of which the educational activities of preschool educational institutions are carried out (Ponimanska, 2004).

The basis of a scientifically and methodologically substantiated programme is historical pedagogical experience; new achievements of the theory and practice of preschool education; relevant public requirements for programme documents in the field of preschool education; programme compliance with the age characteristics of preschool children .

In 1989, the Concept of Preschool Education was approved (scientific leaders V. Davydov, V. Petrovsky), which for the first time analysed the negative aspects of public preschool education in the country, including the moral one. The Concept noted that all available education programmes contain a requirement to respect the personality of a child, to love children and to carry out moral education. However, the inconsistency between the declaration of success in educating preschoolers, including moral education, and the real state of their upbringing should be eliminated. Particular attention should be paid to the formation of universal values of children, their value-emotional attitude to the social environment, the development of social orientation and empathy (empathy, sympathy, empathy behaviour), personality traits that determine moral relations with children and adults. There was recognized the need for the development of varied, flexible, dynamic and socially oriented programmes that would be systematically updated and based on the achievements of world science and the practice of preschool education. The need is determined for a gradual, controlled by scientific research, transition from centralized programme support of the educational process to the use of flexible programmes based on all the "pluses" and "minuses" of the current standard programme. Thus, the efforts of scientists, educators, practitioners were aimed at the search, elaboration and implementation of the content of the programmes of generation (Ponomarenko, 2017).

In Ukraine, the first alternative to the “Typical Education and Training Programme” (Ponomarenko, 2017) was the educational programme “The Toddler” for preschool children (Maliatko, 1991). Even then, the ideas of humanization and deideologization of preschool education were laid down, the value of preschool childhood and the priority of educating universal human values were recognized. All this is continued in the project of national Concept of preschool education developed by the team of authors under the leadership of L. Artemova (1989) in

the early 90's. Certain changes are also observed in Ukrainian programmes of those times: "The Toddler" (Maliatko, 1991), "The Child" (1993; 2003). However, they do not get real implementation in practice.

In 1999 the Basic Component of preschool education – the standard of preschool education in Ukraine was elaborated (1999). The document defines the compulsory minimum of content of basic educational programmes, the amount of educational load for children, the requirements for their level of development and upbringing as well as the conditions under which they can be achieved.

In 2012, a new edition of the Basic Component of preschool education in Ukraine appears (2012), which recognizes the priority of the development of the personality of a preschool child and its moral component in particular, as the main one. The content of the document reflects the modern social ideal of the education of the child and determines the ultimate goal of preschool education - the formation of the basis of the personal culture of a preschooler through the discovery of the world in its integrity and diversity. The document contains clear requirements for the level of preparation of the child for life in the social environment. The content of the educational line "The Child in Society" provides the formation of moral behaviour skills of children, the ability to navigate in the world of human relations and the willingness to empathize with others. Thanks to communication with adults, as carriers of the socio-historical experience of mankind, it is necessary to make the child feel interested in other people, to form the ability to understand them, to participate in cooperative activities with peers and adults, to combine their efforts to achieve a common result, to evaluate their own abilities and to respect the desires and interests of others.

With the advent of the first edition of the Basic Components of pre-school education in Ukraine (1999) goals and content of moral education of complex national and partial programmes for preschool children we elaborated in accordance with the requirements of the normative document.

***The Methodology of research.*** An empirical study was carried out to verify the results obtained in the course of a theoretical study. Analysis and synthesis as research methods were used as methods of scientific pedagogical research. Analysis and synthesis are processes of the actual or imaginary division of the whole into parts and the reverse connection of the parts into a single whole. These are two interdependent processes. The analysis of educational phenomena and processes means the mental division of the whole into separate parts. This allows you to see different sides and characteristics of phenomena and processes, their structure, various stages of their development and contradicting trends. A multifaceted analysis, which corresponds to the nature of the studied object, allows you to study it comprehensively. Abstraction and comparisons are also carried out in the process of analytical activity. Synthesis is the process of combining parts into a whole, the opposite of analysis, the realization of a single whole, consisting of many elements.

Dividing the whole into its constituent parts reveals the essence of the object under study and its structure. Dividing a complex phenomenon into simpler elements allows us to separate the essential from the non-essential, the complex can be reduced to the simple. Synthesis is already contained in analysis itself, and does not exist outside it (Kozhukhova, 2002).

The content of national and foreign (Russian) programmes for the upbringing and development of preschool children was studied as part of the study in order to analyse the content of moral upbringing of children in its historical development:

– programmes implemented in the educational process of preschool educational institutions of the former USSR (“Skills Programme” (1928); Methodical instructions for studying the course “Preschool education”, 1984; “Upbringing Programme”, 1934); Methodical instructions for studying the course “Preschool education” for students I – III, 1984); “Guide for the Kindergarten Teacher” (Methodical instructions for studying the course “Preschool education”: for part-time student I – III, 1984; various editions: 1938; 1946; 1953); “Kindergarten Upbringing Programme” (nine editions with some changes (1962 – 1982) (Methodical instructions for studying the course “Preschool education”: for part-time student I – III years, 1984); “Typical Kindergarten Upbringing and Education Programme” (1984);

– programmes implemented in the educational process of preschool educational institutions from 1991 until the beginning of the second decade of the 21st century, the period of formation and establishment of the independent Ukrainian state “The Toddler” (Maliatko, 1991); “The Child” (Dytyna, 1993); “The Child in Preschool Years” (2004);

– modern national complex and partial programmes implemented in the educational process of preschool educational institutions in the second decade of the 21st century: *The Child*, 2016; *A confident start: a book tutor*, 2017; “I am in the World”, 2019; “The World of Childhood”, 2015; “The Child in Preschool Years”, 2016; “Ukrainian Preschool”, 2017; “The Sunflower”, 2014; “Ukraine is my Motherland”, 2016); “Learning to Live Together”, 2016; “The Treasure Chest of Morality”, 2014;

– modern foreign (Russian) complex and partial programmes implemented in the educational process of preschool educational institutions in the first decades of the XXI century: “The Rainbow”, 2010; “Kindergarten is a House of Joy”, 2014; “The Origins”, 2014; “The Childhood”, 2019 and the partial programme “I am a human” (Kozlova, 2005).

Hand by studying the history of the contents of moral education of preschool children in the above programs developed content of moral education of children for the new edition of the program “Child” (see “The child in the society”, subsection “social world”).

**The results of the study.** The analysis of the programmes implemented in the educational process of preschool educational institutions of the former USSR

allows us to state that the image of the “new” person of the future communist society, endowed with a combination of qualities, the formation of which must be started from an early age, served as a guideline for selecting the content of moral education in Soviet preschool education. The formation of cultural and hygienic skills, a culture of behaviour, the discipline, obedience, responsibility, organization, hard work and respect for public property was of great importance in the content of moral education, while much less attention was paid to the education of a humane and friendly attitude to a person.

The results of the analysis of the programmes implemented in the educational process of preschool educational institutions from 1991 until the beginning of the second decade of the 21st century, the period of formation and establishment of an independent Ukrainian state, suggest that the ideas of humanization and deideologization of preschool education are actualised in the objectives, tasks and content of educational programmes. The priority of the development of the personality of the preschooler and his moral component in particular as the main one is recognized. The necessity of ensuring the full-fledged spiritual development of a growing personality, its socio-cultural formation and preparation for life in a society is determined. The priority of universal values is recognized. It is stated that a person, his life and health, honour, dignity and security are the highest social value. The necessity of forming a child’s understanding of the value significance of moral norms, laws, rules of socially approved relations between people, the formation of active moral activity is determined.

The indicator of the teacher’s effective activity is the child’s conscious moral attitude to life, a sense of security, a comfort feeling among people, trust in people, his high moral activity and the experience of moral actions in the social environment.

The feature of the content of the programmes is that their implementation is aimed at expanding the circle of children's ideas about the traditions of the Ukrainian people (artistic, labour, language, family, ritual) and at promoting the familiarization of children with folk wisdom. The tasks and content of the programmes trace the connection with the traditions of folk pedagogy, folklore and various types of national and world art. The necessity of forming a civil culture, a sense of nationality and respect for the cultures of different peoples of the world is indicated.

The results of the analysis of national complex and partial programmes implemented in the educational process of preschool educational institutions in the second decade of the 21st century allow us to state that the content of moral education in these programs is developed in accordance with the requirements of the Basic Component of preschool education in Ukraine (2012). This causes a variation of the content of the moral upbringing in the mentioned programme documents and no alternative for them.

The content of the programmes is focused on the implementation of the main direction of preschool education - the formation of the basis of the child’s personal

culture through the opening the world in its integrity and diversity to him. The content of the programmes traces the focus on the formation of the minimum sufficient and necessary level for the development of moral competence for a child of preschool age. This implies the presence of developed moral qualities, elementary moral knowledge and vital practical skills that guarantee the adaptation of preschool child to life in the world of people, the ability to navigate in it, to respond adequately to social phenomena, events and people, to exist comfortably in a public environment.

In accordance with the content of the educational line “The Child in a Society” of the Basic Component of preschool education in Ukraine, the content of the programmes determines the need: to facilitate the interaction of the child with other people that involves him in human society; the formation of interest in other people, the ability to understand others, to participate in cooperative activities with adults and peers, to combine one’s efforts with them to achieve a common result, to respect their desires and interests, to evaluate personal abilities; the ability to empathize and sympathize with others.

The results of the analysis of foreign (Russian) programs implemented in the educational process of preschool educational institutions in the first decades of the 21st century suggest that the tasks and content of moral education of children meet the requirements of the state standard of preschool education in Russia.

So, the tasks of the Russian programme “The Rainbow” (Raduga: programma vospitaniya, obrazovaniya i razvitiya detey ot 2 do 7 let v usloviyah det. sada, 2010) included: the formation of preschool children a careful and respectful attitude to the environment and the world of people, their familiarization with morality as one of the main areas of human culture. The purpose of the educational process under the programme “Kindergarten is a House of Joy” (2014) is defined as contributing to the enrichment of the comprehensive, including moral, development of the child’s unique personality. The implementation of the programme involves the acquisition of a certain system of knowledge about the environment, including social and about the world of human relations. The programme “The Origins” (2014) was developed as a basic development programme for preschoolers. Its goal is the comprehensive, including moral, development of the child, which meets the age-related capabilities of the child and the requirements of modern society.

The programme “The Childhood” (Babaeva et al., 2019) is the programme of enriched, multi-faceted development and education of preschool children in various activities. The child’s development is considered in it as a process of self-development, overcoming internal contradictions. The implementation of the goals, objectives, content of the program is aimed at ensuring a single process of socialization of the child. The basis of its technology is the acquisition of experience of moral activity in communion with adults and peers in a variety of



children's activities. The child's accumulation of valuable experience in cognition, self-knowledge, activity and awareness of his own abilities contributes to the development of his moral potential.

The goal of the programme "I am a Human" attracting a child to the social world (Kozlova, 2005) is to help the teacher to open the world of the social environment to the child, to form his own image of himself as a representative of the humanity, people, their feelings, actions, rights, obligations and relations. The main content of the programme is to shape the world-view of the child, a personal vision of the world and a personal picture of the world including the world of human relations.

The results of the analysis of the main Russian complex educational programmes allow us to state the existence of different approaches of the authors to the structure of their content and to focus on the common conceptual approaches: childhood is the period of child's physical and mental development; the orientation of adults towards the development of a child's personality, his moral upbringing and the preservation of his personality. The only difference is in the accents that can be traced in the content of the programmes, and in how the child learns it.

Thus, the results of the study allow us to state:

- moral education is one of the most important directions of the comprehensive development of preschool children; it determines the formation of his social competence, adaptation skills to a modern, rapidly changing, rather complex social environment;

- upbringing and development of preschool children, including their moral development, is carried out on the basis of specially developed content of programme support for preschool education;

- the development and improvement of preschool education programmes is carried out throughout the entire period of development of national preschool education; each programme document is created at a certain historical stage of the development of society and it reflects its political, economic, social status and the level of development of the theory and practice of preschool education;

- the goals, objectives and content of moral education of children are determined on the basis of universal values, values of humanism, kindness and humanity that determines the variability of the content of programme documents as opposed to their alternative;

- the objectives and content of moral education in the study of national and foreign (Russian) programme is designed in accordance with the requirements of the Basic Component of preschool education in Ukraine and the state standard of preschool education in Russia;

- the tasks and content of the moral education of preschool children in these programmes are determined on the basis of recognition of the need to form the moral competence of children together with its cognitive, behavioural, and emotional components.

The study of the section “The Child in a Society” (subsection “Social World”) of the educational programme "The Child" (2016) allowed us to suggest changes necessary for improving the content of new edition of the program:

- from the contents of the section “The Child in a Society” (subsection “Social World”) to delete such components as “Getting to work,” “There are Lots of Different Professions in the World”, “Economic Education”, “The Fire and the Children”, “Traffic Light that Blinks” and to separate them in other sections of the programme “Labour Education” (or “Household Duties”, “Economic Education”, “The Subject World”, taking into account the fact that moral education is aimed at socializing the child, at forming children’s ability to interact with people in their process of local activities and the formation of positive qualities of a person that appears in the process of interaction;

- to determine the content of moral education on the basis of understanding the need to form the basic components of moral competence of children (cognitive, behavioural, emotional);

- determining the content of moral education, special attention should be paid to the formation of the behavioural component as the main criterion for the formation of moral competence of preschool children;

- to remove such notion as “to teach” children from the text of the programme changing it to the definitions of “to form”, “to develop”, “to educate”, “to facilitate”, “to motivate”, “to encourage”, which is more rational and acceptable in the education of preschool children in contrast to the education of primary school children.

Based on the study of the objectives and content of moral education of preschool children in the above-mentioned programmes the goals and content of educational activity are designed on the moral education of children for the edition of the new version of programme “The Child” (section “The Child in a Society”, subsection “Social World”).

The example of the elaborated tasks and the content of moral education of the six-year-old children.

The tasks of moral education of the six-year-old children: to promote the active entry of the child into the world of people, the conscious choice of partners for interaction in various life situations; to form ideas about the moral qualities of a person as universal values; develop the ability to analyse their actions and the actions of other people in accordance with universal values and moral rules of interpersonal interaction; to contribute to the further acquisition of experience in positive relationships with children and adults and the formation of the ability to avoid misunderstanding in situations of interaction; to form the ability to act cooperatively in team situations; to encourage the observance of the rules of cultural behaviour and the culture of interpersonal relations; to form an emotional-value attitude to oneself and to other people; to educate the fundamentals of patriotism, its acquisition and acceptance of it as values.

The content of moral education of the six-year-old children.

**A family.** To form an idea of the family as a value in human life. To expand knowledge about the functions of the family (raising children, caring for all family members, support and assistance to the older generation, preserving folk and family traditions, etc.). To form an understanding of one's own needs, the possibility of compromise in case of a conflict of interests. To cultivate respect for the needs of other family members. To form an idea of a happy family in which everyone loves each other, helps others, listens to their opinions and takes care of each other).

To form the ability to take care of relatives, to help them, to listen to their opinions, to take care of the younger ones, to act so as not to upset the loved ones. To arouse a desire to be involved in solving family problems. To continue to develop respect for family members. To form a desire to participate in family affairs, cooperative activities and to support family traditions and customs. To deepen the idea of feasible participation in family affairs (cleaning and decorating homes; preparing gifts and greetings for holidays). To form the ability to accept gifts. To nurture the ability to empathize with family members and to sympathize with them.

**A man among people.** To form the idea that all people are different, each person is special, not like the others. To continue to build knowledge about the meaning and essence of moral qualities (benevolence, justice, caring, generosity, honesty, responsiveness, politeness, modesty, hard work). To form the ability to notice manifestations of moral qualities in everyday life, to carry out their motivated assessment. To build skills: adequate assessment of their own actions; anticipated consequences of their own actions; confession of guilt, wrongfulness in controversial situations, fair assessment of the actions of other children; justification of one's own demands and judgements. To continue to acquaint with the rules of observance of cultural behaviour and relations culture. To promote their application in the practice of life. To encourage awareness of their place among other people. To form knowledge about the peculiarities of behaviour in case of danger, seeking help from adults. To form experience of safe behaviour in crowded places.

**Our kindergarten.** To consolidate the ability to navigate in the premises of a preschool educational institution and to contribute to understanding of their purpose. To form a careful attitude to the property of a preschool educational institution and a group. To continue to build the ability to appreciate and respect the work of the members of the staff of a preschool educational institution. To promote understanding of the significance of their work for children (safe, interesting, fun, fast, tasty). To develop a child's sense of belonging to the social group in which he is located. To stimulate the desire and to form the ability to interact with other children, to plan the development of cooperative activities, to

agree on the distribution of responsibilities, to bring the plan to the end, to take the initiative, to put forward your own ideas and suggestions. To develop a sense of pride of your group (during exhibitions of works, holiday events). To educate such social qualities as collectivism, cohesion, sociability. To form skills to enjoy each other's success, to help and to support.

***Ukraine is a native land.*** To deepen, expand and generalize the ideas of children about their native land. To form primary ideas about the history, geography of the country, its natural wealth, industry, which it is famous for, culture, art and folk symbols. To expand ideas about the state symbols of the country: State Flag, Coat of Arms, Anthem. To facilitate their acquisition of names, symbolic meanings and rules of treating the indicated symbols. To form primary ideas about the main powers of the President of Ukraine. To get the children acquainted with the portrait of the incumbent President and his name. To form ideas about the capital of Ukraine and other large cities of the country (Dniepr, Lvov, Odessa, Kharkov, Chernihov, etc.). To form an idea of public holidays: Independence Day of Ukraine, Day of Defender of Ukraine. To cultivate love for the motherland.

### **Conclusions**

Moral education of preschool children is a focused process of their initiation of moral values of mankind (humanism, kindness, humanity, justice, mercy and altruism) and stimulation of manifestations of empathy, sympathy and support in people's world. Moral education is of great importance in the modern, very dynamic and constantly changing world. There is an urgent necessity to understand that human community is a family, where everyone is a part of the universal whole. It is necessary to avoid conflicts and wars in unity and live in peace. To overcome disputes and solve common problems at the negotiating table rather than by means of armed conflicts. To provide political, economic and social development of society constructively. To overcome any obstacles for free, democratic communication and human interaction.

Moral education of preschoolers is based on specially developed content presented in educational programmes. The development and improvement of programmes is carried out throughout the entire period of development of national preschool education. Every document of the programme is created at a certain historical stage of development of society, reflecting its political, economic and social status as well as the level of development of the theory and practice of preschool education. At the present stage of the development of national preschool education, there is a need to study the history of development of the content of moral education of preschool children in national and foreign (Russian) educational programmes, which has not been studied specifically before. This has become the goal of our study and helped to set the objectives and content of moral education of preschoolers for the new edition of the program "Child" (2016).

## NOTES

1. Aksenova, M. N., Antsiferova, A. A., Babaeva V. V. (1984). Methodical instructions for studying the course Preschool education. M.: Prosveschenie, 80 p.
2. Artemova L. V. (1985). Soderzhanie i organizatsiya obscheniya doshkolnikov kak sredstvo npravstvennogo vospitaniya: avtoref. dis. na soiskanie nauch. stepeni d-ra. ped. nauk: spets. 13.00.01. Teoriya i istoriya pedagogiki.
3. Babaeva, T. I., Gogoberidze, A. G., Solntseva O. V. (2019). The Childhood. Detstvo- Press, 2019. – 352 s.
4. Baiier, O. M., Batlina, L. V., Bohush, A. M. (2015). The World of Childhood. Ternopil: Mandrivets. 200 p.
5. Basic Component (standard) of preschool education in Ukraine. (2012). №7. p. 5 – 19.
6. Basic Component (standard) of preschool education in Ukraine. (1999).
7. Bohush, A.M., Varyantsia, L.O., Havrysh, N.V., Kurinna, S.M., I.P.Pechenko. (2006). Dity i sotsium: Osoblyvosti sotsializatsii ditei doshkilnoho ta molodshoho shkilnoho viku: monohrafiia / Luhansk: Alma-mater. 368 p.
8. Bure, R. S. (1986). Teoriya i metodika vospitaniya u detey npravstvenno-volevyih kachestv v detskom sadu: avtoref. dis. na soiskanie nauch. stepeni d-ra. ped. nauk: spets. 13.00.01. Teoriya i istoriya pedagogiki. M. 34 p.
9. Concept of Preschool Education (1989).
10. Concept of Preschool Education in Ukraine. (1993).
11. Grizik, T. I. Doronova, T. N. SolovYova, E. V. Yakobson S. G. (2010). Rainbow: a program for the upbringing, education and development of children from 2 to 7 years in the conditions of the Kindergarten // ed. E. V. Solov Yova. M. : Prosveschenie, 2010. 111 p.
12. Group of authors (2019). I am in the World. //O. P. Aksonova, A. M. Anishchuk, L. V. Artemova, O. L. Kononko. Kyiv, MTsFER. 488 p.
13. Havrysh, N.V., Panasiuk, T.V., Pirozhenko, T.O. (Ed.), Rohozianskyi, O.S., Khartman, O.Iu. & Shevchuk, A.S. (2017). A Confident Start An educational program for older preschoolers.
14. Honcharenko, A. M. (2003). Pedahohichni umovy stanovlennia humannykh vzaiemovidnosyn starshykh doshkilnykiv: avtoref. dys. na zdobuttia nauk. stupenia kand. ped. nauk: spets. 13.00.08.Doshkilna pedahohika. 22 p.
15. Kaluska, L. V. (2014). The Sunflower. Ternopil: Mandrivets. 144 p.
16. Khymych, N. Ye. (1996). Formuvannia humannykh vzaiemovidnosyn u ditei shostoho roku zhyttia v ihrakh-dramatyziatsiiakh: avtoref. dys. na zdobuttia nauk. stupenia kand. ped. nauk: spets. 13.00.01. Teoriia ta istoriia pedahohiky. K. 24 p.
17. Kozhukhova, T. V. (2002). Osnovy psykhologo-pedahohichnoho doslidzhennia: navch. posib. Kh.: Vyd-vo NFaU: Zoloti storinky. pp. 46 – 47.

18. Kozlova, S.A. (2005). I am a human. Shkolnaya Pressa. 48 p.
19. Kryilova, N.M. (2014). Kindergarten is a House of Joy.
20. Law of Ukraine „About preschool education“ (2001). 2001, № 49, p.259. <https://zakon.rada.gov.ua/laws/show/2628-14>
21. Law Of Ukraine „About education“ (2017). 2017, № 38-39, p.380. <https://zakon2.rada.gov.ua/laws/show/2145-19>
22. Lokhvytka, L. V. (2014). The Treasure Chest of Morality. Ternopil: Mandrivets. 128 p.
23. Maliatko. (1991). The Toddler. Osvita. 199 p.
24. On Preschool Education (2006). 120 p.
25. Pirozhenko, T. O., Khartman O. Yu. (2016). Learning to Live Together.32 p.
26. Pirozhenko, T.O., Khartman, O.Iu. (Eds.). (2017). A confident start: a book tutor. V. 1. (Vols. 1 – 3).
27. Ponimanskaya, T. I. (1983). Usvoenie starshimi doshkolnikami нравственных норм в совмestной трудовой деятельности жизни: avtoref. dis. na soiskanie nauch. stepeni kand. ped. nauk : spets. 13.00.01. Teoriya i istoriya pedagogiki. M. 23 p.
28. Ponimanska, T. I. (2004). Doshkilna pedahohika: navch. posib. dlia stud. vyshch. navch. Akademydav. 456 p.
29. Ponimanska, T. I., Dychkivska, I. M., Kozliuk, O. A., Kuzmuk L. I. K. (2013). Sotsialnyi rozvytok dytny: starshyi doshkilnyi vik. Heneza. 88 p.
30. Ponomarenko, T.A. (1992). Pedagogicheskie usloviya formirovaniya eticheskikh predstavleniy u detey chetvertogo goda.
31. Ponomarenko, T. O. (2008). Teoretychni zasady kulturovidpovidnoho upravlinnia doshkilnoi osvitoiu: monohrafiia. Luhan. nats. un-t imeni Tarasa Shevchenka». Luhansk: Vyd-vo DZ “LNU imeni Tarasa Shevchenka”, pp. 73 – 107.
32. Ponomarenko, T. O. (2017). Teoriia i metodyka formuvannia upravlinskoï kultury kerivnykiv doshkilnoi osvity: monohrafiia. Sumy: Vinnychenko M. D. p. 42 – 63.
33. Vykhovannia humannykh pochuttiv u ditei (2010)/ ed. T. Pirozhenko, S. Ladyvir, Yu. Manyliuk. Ternopil: Mandrivets. 168 p.
34. The Child (1993). Kiev: Osvita,. 270 p.
35. The Child. (2003). Kiev. Bohdan, 327 p.
36. The Child in Preschool Years (2004). Zaporizhzhia: LIPS. Ltd. 268 p
37. The Child in Preschool Years. (2016). Zaporizhzhia: TOV “LIPS” LTD. 160 p.
38. The Child. (2016). Group of authors (A. H. Bielienska, O. L. Bohnich, N. I. Bohdanets-39. Biloskalenk)/ed. V. O. Ohneviuk. Dytyna: osvithna prohrama dlia ditei vid dvokh do semy; Kyiv. – 304 p.

39. The Origins. (2014). 5-e izd. M.: TTs Sfera, 2014. – 161 c.
40. Typical Kindergarten Upbringing and Education Programme (1984). M.: Prosveschenie. 174 p.
41. Ukrainian Preschool (2017). Ternopil: Mandrivets, 264 p.
42. Ukraine is my Motherland (2016). Ternopil: Mandrivets. 72 p.
43. Zolotareva, E. K. (1993). Pedagogicheskie usloviya osoznaniya rebenkom-doshkolnikom npravstvennoy tsennosti postupka. Teoriya i istoriya pedagogiki. M. 16 p.
44. Jarmusevica, V., Ilisko, D., Badjanova, J., Jukss, V., Petrova, M. (2019b). SMART governance of implementing the strategy of corporate societal responsibility for a sustainable regional development. International Multidisciplinary Scientific GeoConference Surveying Geology and Mining Ecology Management, SGEM 19(5.3), pp. 645 – 652, doi:10.5593/sgem2019/5.3/s21.081
45. Linde I., Petrova M. (2018) The challenges of Formalization and Modeling of Higher Education Institutions in the 21st century. CBU International Conference Proceedings 2018: Innovations in Science and Education. pp.303 – 308.
46. Petrova, M., Tepavicharova, M., Dikova, L. (2019). Factors for development of the educational and professional qualification profile of the human resources in the machine building sector in Bulgaria. ISPCIME-2019. MATEC Web of Conf., vol.297 (06015), DOI: <https://doi.org/10.1051/mateconf/201929706001>

## REFERENCES

- Diachok, N., Chernukha, N., Tokaruk, L., Udovenko, L. & Petrova, M. (2020). Practical-oriented concept as a principle of professional education of the future professionals. *International Journal of Higher Education*, 4, 233 – 243.
- Duginets, G. & Petrova, M. (2020). The essence of hybrid wars in the XXI century. In: *Professional competencies and educational innovations in the knowledge economy*. Lyubomira Popova, Mariana Petrova. Veliko Tarnovo: ACCESS PRESS.
- Dyachenko, Yu., Nenkov, N., Petrova, M., Skarga-Bandurova, I. & Soloviov, O. (2018). Approaches to Cognitive Architecture of Autonomous Intelligent Agent. *Biologically Inspired Cognitive Architectures*, 26, 130 – 135.
- Jarmusevica, V., Ilisko, D., Badjanova, J., Jukss, V. & Petrova, M. (2019). *Educating citizens for integrating the strategy of corporate social responsibility for sustainable regional development: the case study*. Palma, Mallorca, Spain.
- Lazarova, T., Zhelyazkova, V. & Vazov, R. (2015). *Innovation leadership as a key concept in entrepreneurship*. Sheffield: University of Sheffield.
- Mussapirov, K., Djalkibaev, J., Kurenkeyeva, G., Kadirbergenova, A., Petrova, M. & Zhakypbek, L. (2019). Business scaling through

- outsourcing and networking: selected case studies, *Entrepreneurship and Sustainability Issues*, 7(2), 1480 – 1495.
- Nenkov, N., Dyachenko, Yu., Petrova, M., Bondarenko, G. & Pustovit, V. (2017). Intelligent and Cognitive Technologies in Education of International Economic Relations Students and Human Resource Development in Enterprises: Methodology in Language. *European Journal of Sustainable Development*, 4, 353 – 360.
- Petrovap, M., Buzko I. & Dyachenko, Yu. (2018). *Cognitive, Intelligence Technologies and Economical Foundations of Teaching of International Economical Relations and Tourism*. Latvia: Jelgava.
- Petrova, M., Popova, L. & Dejaniak, D. (2020). Children's University activities as implementation of the third mission of higher education institution. *Strategies for Policy in Science and Education*, 28(2), 161 – 171.
- Ponomarenko, T. O. (2016). Formuvannia dobrozchlyvoho vidnoshennia do odnolitkiv u ditei molodshoho doshkilnoho viku. K.: Hnozys.
- Ponomarenko, T. O. (2016). *Formuvannia dobrozchlyvosti u ditei molodshoho doshkilnoho viku*. Lutsk: Lutskiyi pedahohichniy koledzh.
- Popova, L. (2016). Possibilities for coping with professional stress in teachers. *Economics & Education*, 1(1), 33 – 35.
- Zagorodnya, A., Chernukha N. & Petrova, M. (2020). Contemporary trends of professional training specialists in the economic field at higher education institutions of Poland and Ukraine. *Strategies for Policy in Science and Education*, 28, 3, 249 – 260.

✉ **Prof. Tatyana Ponomarenko, DSc.**

ORCID ID: 0000-0002-6801-0403

Department of Preschool Education

Pedagogical Institute of Borys Grinchenko Kyiv University

Kiev, Ukraine

E-mail: ponomarenko.tet@gmail.com

✉ **Dr. Jelena Badjanova, Assoc. Prof.**

ORCID ID: 0000-0001-8671-8715

Faculty of Education and Management

Daugavpils University

Daugavpils, Latvia

E-mail: jelena.badjanova@du.lv