

# Ethical Aspects of the Formation of a Culture of Behavior Among Preschoolers

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## **Annotation:**

This article presents information about the importance of moral education in the formation of a culture of behavior of preschool children, the level of moral education, the development of skills for preschoolers to accumulate moral and spiritual experience.

**Keywords:** preschool age, behavior, culture, manners, communication, moral norms, moral qualities, social development, upbringing.

Today, the possibilities of moral education of preschoolers have expanded in our country. This is largely equated both to major changes in the mental and emotional-volitional development of preschoolers, in their communication with adults and their own peers, and to the level of moral education that exists in a child by the first five years of his life. New facets appear in children in their communication with adults and their own peers. Children are beginning to show an increasing interest in meaningful communication with adults. The personality of an adult (parents, grandparents, brother and sister), the feedback they give, play a serious role in the behavior of children. Children's awareness of growing independent thoughts and behavior leads to the development of their skills to adhere to the moral norms learned in their own actions. At the same time, internal "ethical feelings" arise, which begin to determine the actions of a middle-aged preschooler.

The modern education system considers the introduction of a child to culture, the conditions in which a child reveals himself in this direction, learns about it and interacts with adults as a participant, partner or assistant in the processes of assimilation, as a process of revealing cultural values to a child. One of the important goals of the state educational standard is the formation of a common moral culture of children's personality, the development of moral qualities of children.

In the game competence presented in the State educational program of the preschool educational organization "the first step" - the creative use of the child's experience, knowledge and skills in the game process and its organization is the basis of the educational process. The social competence presented in this program refers to ethics and norms in communicating with adults and peers in life situations, self-control skills in compliance with requirements are revealed.

"Social development" in the educational sphere is aimed at the assimilation of norms and values accepted in society and containing moral and ethical values; at the development of communication and interaction of a child with his peers and adults; at the emergence of independence, purposefulness and the ability to regulate their actions; at the development of social and emotional intelligence, emotional sensitivity, to the development of feelings joint sharing of worries, to the formation of readiness for joint activities with their peers; It is aimed at forming a respectful attitude and a sense of belonging to one's family, peers and adults in an educational organization; forming positive guidelines for various forms of creativity and creativity; forming the foundations of safe behavior in everyday life, society, and nature.

A preschool child at the stage of transition to schooling should master the basic cultural techniques of activity; show initiative and independence in various activities – play, communication; have a positive attitude to the world around him, other people and himself; have a sense of self-worth; possess their own things and the ability to actively interact with adults; need to be able to show your feelings, including having a sense of self-confidence, to be able to strive for conflict resolution. Children begin to actively strive to communicate with their peers in various activities, as a result of which a "children's society" arises. This situation is the result of collective interaction.

creates certain conditions for his upbringing. Meaningful communication with one's peers becomes an important factor in the full-fledged formation of the personality of a middle-aged preschooler. In collective activity (in play, teamwork, communication), children aged 5-6 master the skill of collective planning, learn to coordinate their actions, learn to really resolve conflicts and jointly achieve a common result. All this contributes to the accumulation of moral and spiritual experience. Moral education for children aged 5-6 years, along with play and work activities activity will also make a noticeable difference. But still, children of middle preschool age also have such manifestations as instability of behavior, lack of stability in certain situations, and inability to adapt certain behaviors to new conditions. In the process of educating children of middle preschool age, feelings of decency and moral ideas are gradually formed. At the same time, much attention is paid to the development and enrichment of children's emotions, the formation of the ability to manage them. At this age, children's moral feelings are brought up, which determine their attitude to other people (adults, their peers and children younger than themselves), to work, nature, important social events, and the motherland. They realize the next stage of the development of positive feelings towards their peers, when children show their friendliness to each other, caring, striving for cooperation, achieving a common goal, and willingness to provide mutual assistance. The culture of behavior of preschoolers is formed in an inseparable integrity between their moral behavior. The structure of cultural and behavioral habits is significantly enriched: children visit public places (transport, street, library, etc.), learn the rules of behavior in various communication situations (with acquaintances and strangers). Habits of always being polite, willingness to actively take care of elders and juniors, careful attitude to the results of adults' work and their activities are being fostered. The formation of a culture of speech and moral qualities (truthfulness, justice, modesty) continues. Fostering a culture of communication includes the subsequent assimilation by children of the rules of politeness towards their peers and the formation of a culture of joint activity – play, work, educational.

Thus, the preschool period is considered the most responsible period in the formation of children of this age as a person in general, in the development of a culture of behavior and mechanisms of activity of children.

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