

PSYCHOLOGICAL APPROACHES TO THE FORMATION OF MORAL VALUES OF PRIMARY SCHOOL STUDENTS

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Annotation. *The article details the formation of moral concepts through cognitive development, reflection, imitation, and social environmental factors. Also, the ability of children to make moral decisions and their adaptation in society are considered from a psychological point of view.*

Keywords: *moral values, psychological foundations, cognitive development, reflection, imitation, social environment, motivation, personal identity, norms and values, adaptation to society*

The school educational process plays a large role in the social development and maturation of children as individuals. According to the traditional system of upbringing, from the first days of the student's step into school, he is introduced to the rules that affect his personal and social behavior. These rules serve as the basis for children to understand social relationships and follow them in the future.

Moral values have a multifaceted effect on human maturity: they stimulate the observance of the norms of behavior adopted in society and at the same time form a person as a free, conscientious and responsible person. However, values cannot be understood as simple procedures. Their essence is manifested in the human mind as a subjective meaning, which is felt and understood throughout life's activity. Moral values act as a guide for an individual to achieve their goals.

According to researchers, moral values are an important source of motivation that shapes the human personality among biological needs. As a phenomenon of morality, values are formed independently, in interpersonal communication and active social activity. Is it possible to form moral values at a small school age? The process of forming moral values in children depends on a number of psychological mechanisms. These mechanisms ensure that the child consciously makes moral decisions, develops personal perception and adapts to social relationships. At primary school age, this process goes to the stage of complete systemic formation and becomes one of the main elements of the child's personality. Various psychological theories play a fundamental role in the formation of moral values. Each of them explains the mechanisms for the development of moral concepts in children through a different approach.

Jean Piaget explained the development of cognitive development and moral values in children by linking them together. According to his theory, children go through two main stages in mastering moral concepts:

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Heteronomic morality (5-8 years old) – children perceive morality on the basis of external influence. They only follow the instructions of adults, believing that the rules cannot be overridden.

Autonomous ethics (9-12 years old) – children begin to assess moral norms on the basis of personal consciousness and understanding. They develop the ability to assess their behavior and make independent decisions.

Lev Vigotsky Associated this process with cognitive activity, focusing on the process of forming moral values in children through the influence of the social environment. Children acquire moral norms through imitation, observing the behavior of peers and adults. In them, in the process of social treatment, the ability to perceive moral concepts and apply them in their own lives appears.

Lawrence Kolberg argues that the formation of moral values stems from the motivation of children. According to his theory, children master morality through three main stages: The conventionalized antecedent stage-moral concepts are formed on the basis of punishment and reward.

Conventionalist stage-children adopt moral norms through collective relations. The stage after the conventionalist - the individual is independent of moral values will realize and make decisions on the basis of general principles.

The formation of moral values in children at a small school age is associated with several psychological processes. The processes of personal consciousness formation, self-awareness and reflection in children contribute to the formation of their moral concepts.

Personal consciousness and moral values, the formation of personal consciousness in children begins as a result of their communication with the environment. Children who enter the first grade have a process of adapting to the social environment, adopting and adhering to new rules. Their inner " I " - concept is gradually formed and based on moral values.

Moral norms and reflection. Children form moral rules not only on the basis of external influence, but through reflection. For example, in the first grade, the student begins to assess the moral behavior in the relationship with the teacher and peers. The social assessments given to him contribute to the strengthening of his personal values.

Personal identity and moral development. Children strengthen moral formation in the process of communication with peers and adults. They have a process of personal identification, which means that the child begins to realize himself as a responsible person in society. Social relations, teamwork and moral education play an important role in this process.

Several main psychological mechanisms are involved in the process of forming moral values in children:

Mimicry (imitation) mechanism-children follow and mimic adult and peer behavior. In the educational process at school, children can adopt moral norms from teachers and peers.

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Reflection mechanism-children learn to consciously assess their behavior. Internal considerations that affect their personal decisions develop and lead to the strengthening of moral values.

Empathy and the mechanism of social perception – children develop the ability to understand and feel the passions of others. This mechanism is of great importance in the formation of moral values in children.

Mechanism of mental observation-children begin to consciously observe in relation to moral States and behavior.

The process of forming moral values goes through several stages in children:

Elementary moral formation (5-7 years old) – children begin to accept moral concepts.

Moral identification (7-9 years old) – children develop an understanding of morality on the basis of personal consciousness.

Strengthening and autonomous ethics (9-12 years old) – children begin to actively apply moral concepts in social relationships.

Of particular importance for children of small school age is the relationship of the school environment and society. In the process of forming moral values in children, their relationship with the team, collaborative activities, communication with a teacher and peers plays an important role. The strengthening of moral values is associated with the child's awareness of personal self and increased social competence.

Conclusion. The formation of moral values is an important psychological process for children of small school age. Brain activity, cognitive mechanisms and social influence play a large role in this process. The successful formation of moral values helps to strengthen the personal development and social relationships of children.

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