

THE DEVELOPMENT OF THE HUMANISTIC FEELINGS AT CHILDREN OF SENIOR PRESCHOOL AGE IN THE PROCESS OF ORGANIZATION OF CULTURAL PRACTICES

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In the preschool period, children have fixed ideas about the rules of manifestation of positive and humane attitude to adults, to children and nature. Therefore, special importance in the process of spiritual and moral development is the education of humane feelings in children. Humane feelings are the emotional attitude of a person, aimed at other people, animals, nature, reflected in sympathy, empathy, pity, compassion, mercy, etc. On formation of the person of humane feelings can be judged by his kindness, sympathy, desire to come to the aid of another person, the ability to sacrifice something for the sake of another [1, p. 28-32; 2-4].

The formation of humane feelings preschool children occurs gradually. First of all, we need to develop the capacity for empathy and the experience in General. An adult needs to consider that the birth of empathy among young children begins with small, seemingly simple questions of children: «Are You hurt?», «Why are you sad?». Children are sensitive to the manifestation of goodwill towards him, genuinely attracted to good people, helpful. Empathy, sympathy, compassion, and mercy as an expression of humane feelings and relationship to people progresses in different stages: experience, empathy («He feels bad, I feel sorry for him»), the experience of adoption itself («He is bad, I don't want») and finally, the experience of the action («He is bad, I want to help him»). In the preschool age children are able not only to summarize your experience, but also on their analysis, the explanation of the observed shortcomings [1-4].

The education of humane feelings and relationships, this process is complicated and contradictory, which should be implemented through cultural practices, i.e., situational and initiated by the adult or by the child the acquisition and repetition of various experiences and interactions with people in various communities and societal structures with adults, peers or younger children. From that practice child depends on his character, values, style of life, fate. Cultural practices of the child perform the role of rod, allowing him to build and comprehend the content and form of his life, including: 1) situational and in-depth communication, productive communication and interaction with adults and children; 2) humane emotions and feelings, the attitude to himself and to others the scope of their own will, desires and interests; 3) the self, which can be defined as self-awareness, understanding own «I» as a manifold of self-being, etc[4]. In the program «Childhood» recommended a variety of cultural practices: collaborative teacher and children directed to the enrichment of the ethical experience of the children and maintaining creative games, etc.; the situation of communication and the accumulation of positive socio-emotional experience; creative workshop; musical theater and literary [2, p. 54-55].

To encourage children who have committed humane actions, in kindergartens practiced: «Crate rewards»; «Little chest of sweets»; «Timeline»; premium badges («Good heart», «Golden hands», «Head Light», «Knight and day», «The Most soulful» etc.).

So, the education of humane feelings in preschool children is a very complex process aimed at the understanding of the importance to show respect to each other humane feelings, the formation of the ability to sympathize, to empathize, to do good sincerely and be guided by the norms of humane behavior when evaluating different situations and actions of people, and as a manifestation of humane feelings of the senior preschool children in daily life relative each other. Effective means of educating the humane feelings are kulturine practice and encouragement.

The literature:

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