



A STUDY TO INSTILL VALUES IN PRESCHOOL CHILDREN THROUGH CLASSROOM AND FOLLOW UP ACTIVITIES

Dr Ritu Bhatia

Assistant Professor Department of Human Development

Smt. P.N Doshi Women's College (Affiliated to S.N.DT University)

Ghatkopar, Mumbai

Abstract

The sustainable development goals 2030 recognize the importance of early child development specifically, the SDG 4 is to ensure healthy early years development.

Early childhood is stage from two to six years is a period of remarkable growth and development. During early years children start showing morally-based behaviour. From age 3 young children understand the difference between 'good' and 'bad' behaviour. Experiences at home and school influence the sense of right and wrong. Children develop strong relationships with environment, including family, community, culture and society. Value education to children provide platform to learn correct behaviours. It develops a feeling of "trust" that the child feels against himself. Age-appropriate responsibilities increases their self-confidence. Pre-school children observe and adapt the certain values through positive models & regular conditioning.

An action project is undertaken with preschool children of Senior KG class to orient them about values -personal, social, moral & cultural values. Classroom activities and follow up activities were conducted with the group for a month in one of the preschools of Mumbai. The project was conducted in order to establish the most effective ways of forming a general system of values in preschool children. Emphasis is placed on the unification of methods of moral and ethical education of 3-6-year-old children. In this regard, the classroom activities were conducted on a group consisting of 55 children aged 3-6, and teachers.

The activities included storytelling, puppet stories, creative expressions, songs, games etc. The activities were selected to orient children to differentiate values, the range of which was also clearly defined and limited to 15 concepts. As a result of the project, children could understand the importance of values some of them are quite complicated for such age group to comprehend like values of happiness, peace, cooperativeness, honesty, kindness, friendship and purity also attracted significant attention of pre-schoolers.

Key Words (Preschool Children, Values Education, preschool activities)

Introduction

It is difficult to determine the range of values that a preschool child should develop at tender age. The pre-schoolers are still not able to navigate in the value domain. The value education is highly determined by the system of values of the family particularly parents. The other care givers like teachers and grandparents also significantly influence the formation of values in pre-schoolers.

The preschool age is the time when care givers and adults teach a child taking up responsibilities for their actions, acceptable skills of social behaviour, being independent & fair in dealing, social righteousness, tolerance, respect. This all determine the child's relationships with others. The child also forms an independent personality and develop

mindful attitude. The child understands what is expected from him and as he grows, he develops ability to perceive different information, comprehend it, and apply for certain needs.

The preschool education is fundamental in formation of some of the aspects of child's personality. The young child understands the peculiarities of life skills through communication with parents, preschool teachers, social interactions in school, playground, and neighbourhood. This overall provides a formidable footing for the development of required skills & ideas in the child related to environment, society and functioning of the world. Each and every child must attend preschool to absorb socialization outside the known family atmosphere, The opportunities child receives at school help him to develop part of human consciousness and that also shapes the habits and behaviour of the child.

The preschool children's psycho-social development depends a lot on social & emotional competency developed at early age. The preschool children who are in pre operational stage according to Piaget's cognitive theory are working mainly due to egocentrism. The children also being operated by moral realism perceive the rules, regulations & norms as unquestionable and the breaking of them may bring strict discipline and demands responsibility, to be a good boy or a girl. The preschool age is the best age to develop moral values in children as they observe all warnings and disciplining with seriousness. The main thing is that right choice of words and actions on part of the parents or teachers are significant. The child must not be frightened nor he should be nagged to follow rules else he may become stubborn or timid.

Children must be systematically taught to take on responsibilities, cooperate, help, communicate with peers, find more friends, have better relationships with parents and teachers, and achieve greater academic and social success. On the contrary, children who have not developed required social and emotional competence are at risk of reduced social opportunities, deviations, behavioural disorders, performance and achievement problems.

As per Erikson's stages of psychosocial theory, the personality development of children in early childhood as per Erikson's stages of psychosocial theory is highly influenced by the family particularly the parents. Apart from this the personality of other significant adults like teachers, the preschool philosophy and school climate influence and shape up the moral development of children.

Research project

A Research Project was taken with Sr. KG children in Suburban school of Mumbai city located in middle class residential area.

The objectives of the study were

- ▶ To orient them about values including personal, social, moral & cultural values.
- Sharing, cooperation, self-control, responsibility, respect, kindness, tolerance, justice, love, Personal hygiene.

The project was conducted in order to establish the most effective ways of forming a general system of values in preschool children. Classroom activities and follow up activities were conducted with the group for a month. The group consist of 55 children aged 3-6, and teachers.

Method of execution:**Class room activities**

Activity	Value	Teaching Aids	Method
Circle Time	Sharing	Puppets of Animals	Puppet story
	Sharing/kindness	Discussion Cards	Talk and discussion on incidents of sharing
	Respect/tolerance	Would you rather? - Question cards	Oral questions and discussion on answers
	Responsibility	Books, flash cards	Story and informal conversation
	Empathy /help	Books	Read a book together
	Personal hygiene	Circle time songs	Singing songs with hand motions
Creativity	Personal hygiene	Children as little actors	Role play
	Happy emotions (love, joy)	Emoticons	By cutting and pasting different emoticons, child learns to recognize emotions.
	Care	Pot with sapling	Germination of plant
	On various values	Poems and songs Poem boxes, puppets, charts, soft toys	Reciting poems and doing body movements
	Responsibility for self, parents, friends, society	Picture puzzles	Arranging pieces of pictures which tell role and duties of an individual
Literary	On various values	Picture book/ story book	Children and Teacher reads books and discussion
		Work sheets	Writing polite & value words like kindness, honesty, thank you, help etc Match words and actions/identifying values

		Conversing ides	Informal conversation on general topics like would you give your food to your classmate if he forgets to bring tiffin?
Videos	Different values	Videos on different values using puppets	Video play and discussion
Role Play	Respect and appreciation		Role play on community helpers like doctor, nurse, police man, fire man, sweepers, etc to develop respect for community helpers.
Play value game.		Value stuffed toys , label them with values	(E.g Dog with the value of love and loyalty, Ant for unity and Group work)
Sequencing songs			Values in lyrics with simple rules /create owns Sequencing songs
Visits		Visit to different places	Old age homes, orphanages , Zoo

Follow up activities were conducted with the same group of children to understand their knowledge level regarding different values. Worksheets, question answer sheets were given to children where they had to tick mark the right options, circle the correct picture, write answers of the questions and do match the columns. The recap exercises develop clarity for the concepts and develop better understanding in children as teacher use the recap time to revise the concept with the group.

Conclusion:

The study confirmed that the pre-schoolers can be taught about values easily, if teachers and caretakers select appropriate material and use play way methods. To develop awareness among young children regarding values preschool classroom activities is helpful. Children like to listen to stories, play quiz games, do creative, literary activities & this all help them to understand values. The current study reflected that the concept of unity, honesty, help, cooperation, love and happiness were the values children learnt quickly.

The topic of instilling values in pre-schoolers could be taken up with various age groups at various preschool settings like urban and rural areas with relevant content. It is observed in the study that the values interpreted after reading, listening are something which stays with the child. The formidable foundation based on healthy value system largely determine the personality of child.

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