Partial programs in access to the social values: technology that changes preschool education

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Abstract. The article describes the current state and current issues of education in Ukraine. The relationship between the tasks of reforming general secondary education and the goal of preschool education in the context of continuity between the links of preschool and primary education has been established. The elaboration of the problem of education and the value orientations by both foreign and domestic researchers is analyzed. The importance of education of social values is revealed. The peculiarities of partial programs, their difference from complex ones are clarified. Partial programs for the education of social values in preschool institutions are described: «Aflatot», «The boundless world of playing with LEGO», «Learning to live together» and programs for the formation of computer literacy in preschool children («Computer literacy for children», «Media World for Preschoolers», «Fairy Tales and Paints»). The requirements for the education of social values of preschool children have been updated and the ways to implement the above programs have been presented. Each program identifies the purpose, key elements, principles and results of implementation. The connection between the principles of personality-oriented learning and the tasks of partial programs «Aflatot», «Boundless world of playing with LEGO», «Learning to live together», «Computer literacy for kids», «Media education for preschoolers», «Fairy tales and paints» is revealed. The article presents the practical aspect of using the programs: forms of work, topics of classes, description of materials and clarity for classes, etc.

1. Introduction

The realization of the principle of holistical connections between preschool and primary education requires rethinking approaches to the formation of children’s personality in the current educational challenges, the educational process to form a set of ideals that are important at the modern stage of society. We mean the formation of social values, which lie in the grounds of human conduct and should be vital for personal development.

A. Kharkivska’s [1] opinion is correct that «today it is quite natural to expect significant changes in the field of consciousness of both an individual and society as a whole. It is already clear that collectivism is increasingly being replaced by individualistic consciousness, autonomy is becoming the leading quality of the individual. The role of self-awareness, the ability to apply their inherent in nature, business qualities in practice, to overcome the difficulties that arise. Each person finds himself face to face with the need to independently choose a lifestyle, the scope of their abilities, and, at the same time, to bear full responsibility for the choice made». 
Note that all current educational programs, approved or recommended by the Ministry of Education and Science of Ukraine to use in preschool education determine that realizing personal abilities and potentials is the key goals and task of preschool education. This thesis is reflected in normative documents through the formation of a wide range of competencies (intellectual, social, linguistic, speech, etc.), each of them indicates the indisputable and main condition of their existence - a developed ability to be a member of community, learn to understand oneself and realize their lives aspiration among others.

Therefore, at the initiative of the European Union (EU), the United Nations Children's Fund (UNICEF), the project «Learning to live together» is being introduced in Ukraine. It is to be realized in two directions - the formation of students' life skills that will promote positive adjustment, and the provision of psychological assistance and support schoolchildren.

Consequently, the formation of social values is crucial for children as well as for future teachers. Yet, some problems appear while solving the task:

- we lack clearly defined provisions, recommendations to form social values;
- inappropriate educational and methodological support allowing the teacher to educate social values in practice;
- insufficiently covered methodology to form individual social values at preschool age. It encourages determining appropriate principles, methods and techniques.

The issue also applies to the formation of social values of future preschool teachers. Their solution is impossible without researching modern software, identifying the content components of existing educational programs to reach the goal of preschool education.

Thus, it is necessary to analyze and experimentally verify existing educational programs in preschool education according to modern requirements as well as justify their feasibility in the educational process of preschool education institutions aimed at formation of social values.

Analysis of recent sources and publications. The researches of the aforementioned scientists reveal the issues of formation of personal spiritual values, education of culture of dignity, proper attitude to society and state, formation of national and cultural identity, the problem of applying modern educational technologies forming students’ values.

R. Thornberg and E. Oz [2] describe the outcomes of the research devoted to the problem of value education in Swedish and Turkish schools. Valuable for us is the opinion of Swedish and Turkish teachers on the core values that are their priority. Furthermore, educators attach great attention to the democratic educational process during value formation.

M. Berkowitz [3] studies value formation in secondary education institutions. The researcher thoroughly characterizes the significance of value-oriented education at different stages.

It is worth mentioning Conceptual study of the problem of value education in the context of education in South Africa. I. Solomonz and A. Fataar [4] substantiate the necessity to introduce a holistic approach to value education and dialogue meetings of representatives of different countries to face the problem.

M. Chowdhury [5] substantiates the significance of morality, values in the framework of globalization and the rapid progress of science and technology. The researcher grounds the compulsion to introduce morality, values, ethics in science education.

We share J. R. Patil, D. Tombare, R. Harade’s [6] opinion on compulsory formation of universal values in students. Despite the fact that the scientist researches the problem for future specialists in the area of engineering, the study is also relevant for future preschool teachers, because it emphasizes lifelong education.

M. Mahmoud [7] stresses on the vital role of values for university lecturers. In particular, it is highlighted that students are more disciplined if teachers treat them with love and respect. This confirms the view, which we fully share, that values must be formed first in the teacher so that he will be able to teach them further on in youth.
S. Mashlag’s opinion is correct [8] regarding the importance of personal values for those who work, as majority of youth work in parallel with their studies.

A. Parilla [9] believes that by educating values a culture of behavior in schoolchildren can be formed. The scholar argues that behavioral problems and establishing relations are indirect, excluded from the school curriculum or planning. However, the school is increasingly perceived as a place where, alongside with academic learning, a person learns to live in society, build relationships, show respect, express tolerance and kindness, and, consequently, the value aspect in planning as well as programming is worth considering.

A. Zhumadullaeva, S. Konirbaevab, B. Duanbaevac et al [10] present a thorough studying of the crisis of values as a social issue. To overcome it, scientists propose to implement value-centered curricula and disciplines.

Let us present the situation with the problem under study in our country.

The problem of preschoolers’ development in the context of information and communication technologies is revealed by I. Timofeeva [11]. The author thoroughly gives recommendations to preschool educators on the introducing the variable component of the Basic component of preschool education «Computer Diploma» to the educational process.

However, there are not enough studies concerned with the practical aspects of preschoolers’ social value formation through the application of existing educational programs, including partial ones.

The purpose of the article is the analysis of the feasibility of introducing partial educational programs for preschoolers in the educational process of preschool education institutions for the developing social values.

2. Results

Today, preschool teachers face various tasks aimed at educating both their and others’ values. Social values are extremely significant, because their characteristics mirror the qualities that a preschooler must master before entering school. Later on, the possession of social values is the main condition for human socialization.

The calculated Pearson’s correlation coefficient is equal to \( r = 0.88 \) (for \( p<0.001 \)), which indicates the high reliability of the questionnaire data. The Pearson’s correlation coefficient was calculated according to the formula:

\[
r_{12} = \frac{\sum x_{1i}x_{2i} - \frac{\sum x_{1i}\sum x_{2i}}{n}}{\sqrt{\left(\sum x_{1i}^2 - \frac{\left(\sum x_{1i}\right)^2}{n}\right)\left(\sum x_{2i}^2 - \frac{\left(\sum x_{2i}\right)^2}{n}\right)}}\]

where \( x_{1i} \) – is the test score of the i-th respondent during the first questionnaire; \( x_{2i} \) – test score of the same respondent during the repeated questionnaire; \( n \) – is the number of respondents.

To define the correlation between the indicators or criteria, we applied the method of Spearman’s rank correlation.

Formula of a rank correlation by Spearman:

\[
R_s = 1 - \frac{6\sum d_i^2}{n(n^2 - 1)}
\]

where \( R_s \) – is the coefficient of rank correlation by Spearman;

\( d_i \) – the difference between the rank correlation of the same ones used in orderly lines;

\( n \) – the number of used or digital data (ranks) in the related lines.

Preschoolers form and develop social values through educational and play activities. The formation of social values is facilitated by achievements and failures in learning, relationships in the team, reading fiction, perception of TV shows, movies, intellectual games, etc., which also permit you to design partial programs. Social values include the perception of the new, surprise, doubt, the joy of learning – the
grounds for the formation of cognitive interests, curiosity of children. Collective classes contribute to developing moral feelings and the formation of such character traits as responsibility, friendship.

The development of social values (friendship, duty, humanity) is facilitated by team playing united by joint educational activities. A feeling of sympathy evolves, which is crucial for the formation of small groups that make up teams.

The establishment of these social qualities (independence, self-confidence, endurance, perseverance) is facilitated by completing tasks taking part in partial programs, which require older preschoolers to comprehend and perform mandatory tasks, subordinate their activity, arbitrary regulation of behavior, ability to actively focus attention, listen, think, remember, coordinate their needs with educator’s commands.

Thus, our selected technique (Diagnosis of «Social and emotional intelligence») determines the ability to realize the attitude of a person represented in emotions, and manage the emotional sphere on the grounds of decision-making, i. e. develops and forms the social values of 5-6-year olds. It fully reflects the level of development of the emotional sphere and social values, so it should be chosen for research.

Having analyzed the data of the methodology, we have drawn the following conclusions.

If we take the integration level of social and emotional intelligence and social values directly proportional to the level of development the emotional sphere, then:

1. The social and emotional sphere of children in the experimental and control groups is developed at the average level.

2. In the studies No 3 and No 6 the level of development the emotional sphere is somewhat reduced, making 10% of the total.

We should mention that within the groups the most developed are the general indicators of «Emotional awareness» (43% experimental and 44% of the control group) and «Recognition of other people’s emotions» (33% experimental and 34% of the control groups), and the least developed - the indicator «Self-motivation» (24% experimental and 22% control groups).

![Figure 1](image.png)

**Figure 1.** Results of the diagnosis «Social and emotional intelligence» of preschoolers of the experimental and control groups before introducing the partial program «Learning to live together».

These results show the level of formation the social values before introducing partial programs in the educational process of certain preschool education institutions.

Next, we show the results of researching each individual program after conducting an experimental study on the introduction of partial programs to form the social values of preschoolers identified by preschool educational institution.
Among the partial programs, the application of which contributes to the formation of preschoolers’ social values, is the program of social and financial literacy of preschool children «Aflatot».

The authors find it useful due to orientation of the content of the program on a positive perception of oneself as a person, upbringing the child in love, helps to build friendly relationships with other people. It certainly meets social and individual requirements, and the demands for achieving educational tasks.

The results after the implementation of the program of social and financial literacy for preschoolers «Aflatot» in the educational process aimed at formation of senior preschoolers’ social values are as follows:

1. The development of the social and emotional sphere in the experimental and control groups is at the average level.
2. In the studies No 3 and No 6 the level of development the social and emotional sphere is cut compared to the earlier results, making 22% of the total.

It should be mentioned that the most developed in the group are the general indicators of «Emotional awareness» (45% experimental and 43% of the control groups) and «Recognition of other people's emotions» (30% experimental and 34% of the control groups), and the least developed - the indicator «Self-motivation» (25% experimental and 23% control groups).

One more program with a high learning potential is the application «Boundless world of playing with LEGO» [12]. Its implementation allows children to form beliefs related to the estimation of the fact significance, phenomena, certain determinant principles constituting certain kinds of social values.

We believe this application involves not only the formation of preschoolers’ social skills, but also establishes socially significant beliefs. Below there’s the analysis of the results of implementing the application «Boundless world of playing with LEGO» in the educational process aimed at the development of senior preschoolers’ social values.

1. The level of development the social and emotional sphere in the experimental group raised, in the control group it is at the same level.
2. In the studies No 3 and No 6 the level of development the emotional sphere in the experimental group increased, making 20% of the total.

«Emotional awareness» (47% experimental and 42% control groups) and «Recognition of other people's emotions» (31% experimental and 33% control groups), and the indicator «Self-motivation» (24% experimental and 25% control groups).
Another partial program aimed at the development of social skills for effective interaction of 4-7-year-old children «Learning to live together» (authors T. Pirozhenko and O. Khartman) [13] is concentrated on the modern social requirements.

The goal of the program is to promote the adaptation of temporarily displaced preschoolers and their parents in host communities around the conflict zone and the development of children's life, communication skills, active citizenship and values of socially active personality.

The realization of this program is aimed at forming preschoolers' ability to be a part of a team, cooperate with others, realize their aspirations and promote them in society among peers and adults.

It is vital that the program takes into consideration the peculiarities of interaction with preschoolers, implements the objectives of such educational lines of the Basic component of preschool education as «Personality of the child» and «Child in society», promotes intellectual and socio-moral development.

Analysis of the results of introducing the program in the educational process of teachings social values to older preschoolers to develop social skills of effective cooperation with 4-7-year-olds «Learning to live together» (authors T. Pirozhenko and O. Khartman)[13].

![Figure 3. The results of the diagnosis «Social and emotional intelligence» of preschool children in the experimental and control groups after the realization of the partial program «Boundless world of playing with LEGO».](image)

![Figure 4. Results of the diagnosis «Social and emotional intelligence» of preschoolers of the experimental and control groups after the realization of the partial program «Learning to live together».](image)
1. The level of development of the socio-emotional sphere in the experimental group has raised, in the control group is at the average level, as before.

2. In the studies No 3 and 6 the level of development of the emotional sphere in the experimental group is 23% of the total.

It should be mentioned that the most developed in the group are the general indicators «Emotional awareness» (46% experimental and 44% control groups) and «Recognition of other people’s emotions» (35% experimental and 33% control groups), and the indicator «Self-motivation» (29% experimental and 26% control groups).

Thus, a partial program has been designed to facilitate the development of older preschoolers in the aforementioned educational line: «Computer literacy for children» (authors: O. Bolotova, O. Vainer, V. Semizorova) [14].

The purpose of the program is social education through the means of information technology, as well as in teaching senior preschoolers computer literacy and the forming of information competence. Its realization promotes the progress of cognitive processes in preschoolers, belief in their own abilities and provides for the comprehensive personal development.

Analysis of the results of the introduction of the program «Computer Literacy for children» in the educational process for teaching social values to senior preschoolers (authors: O. Bolotova, O. Vainer, V. Semizorova) [14].

The level of development of the socio-emotional sphere in the experimental group has increased, and the control group is at the average level (almost unchanged compared to previous indicators).

2. In the studies No 3 and 6 the level of development of the emotional sphere in the experimental group is 20% of the total.

It should be mentioned that the most developed in the group are the general indicators «Emotional awareness» (47% experimental and 44% control groups) and «Recognition of other people's emotions» (33% experimental and 30% control groups), and the indicator «Self-motivation» (26% experimental and 22% control groups).

![Figure 5. The results of the diagnosis of «Social and emotional intelligence» of preschoolers in the experimental and control groups after the introduction of the partial program «Computer literacy for children».

The partial program «Media education for preschoolers» [15] is aimed at senior preschoolers. Its essence corresponds to the fundamentals of innovative pedagogy and provides creative cooperation between nursery school teachers and children, promotes teaching social values, tolerant attitude to people, the development of creative potential, the formation of the ability to apply gained knowledge and skills in everyday activities.
The nursery school teacher’s work on this program involves applying effective techniques to develop reflexive, creative and critical thinking, including the theory of solving inventive problems, elements of the Nikitins’ educational games, Dienes blocks, Cuisenaire rods. Moreover, it is proposed to use the methods of teaching reading by the Nikitins, Lars-Erik Hall and the EPA model when using with information used by primary school teachers in Sweden.

In accordance with the program, the preschool educational institution is considered to be a center of media education for children and grown-ups in today’s society.

Analysis of the results of the introduction of the partial program «Media education for preschoolers» in the educational process to teach senior preschoolers social values.

1. The level of development of the social and emotional sphere in the experimental group increased compared to the experimental data, and the control group remained almost unchanged.

2. In the studies NoNo 3 and 6 the level of development of the emotional sphere in the experimental group is 21% of the total.

It is worth mentioning that the most developed in the group are the general indicators of «Emotional awareness» (48% experimental and 42.9% control groups) and «Recognition of other people’s emotions» (32.9% experimental and 33% control groups), and the indicator «Self-motivation» (25% experimental and 22.1% control groups).

Figure 6. The results of the diagnosis preschoolers’ «Social and emotional intelligence» in the experimental and control groups after the introduction of the partial program «Media education for preschoolers».

The partial program «Fairy tales and paints» for children of middle and senior preschool age (author T. Chashka) [16] is designed to develop creative abilities and social values of 4-6 year-olds. It has been implemented for two years and includes elements of media education in drawing classes.

The program facilitates speech, intellectual and social development of children when doing artistic activity, the end result of which is the acquisition of social, artistic and productive competence. It involves nursery school teachers using traditional and non-traditional drawing methods and active involvement of media, namely: presentations, photos, cartoons, music, print media, etc. The result of training preschoolers is to design their own original product.

The program provides a range of drawing lessons using elements of media education and media tools in middle and senior age groups of preschool educational institutions, and is ideal for working in groups.

The outcomes of the program «Fairy tales and paints» include:

- personal social development;
- advancement of preschoolers’ associative-image perception of color;
- formation of emotionally rewarding treatment of drawing;
media literacy, manifested in children’s ability of children to decode and create information (invent a plot, composition), use media for self-expression and creativity, realize the influence of media and forms of information contained there.

Analysis of the results of the introduction of the partial program “Fairy tales and paints” for children of middle and senior preschool age in the educational process to teach social values (author T. Chashka) [16].

1. The level of development of the socio-emotional sphere in the experimental group increased and the control groups are at the average level, as before.
2. In the studies NoNo 3 and 6 the level of development of the emotional sphere in the experimental group is 23% of the total.

It should be mentioned that the most developed in the group are the general indicators «Emotional awareness» (49% experimental and 44% control groups) and «Recognition of emotions of other people» (33% experimental and 34% control groups), and the least developed – «Self-motivation» (25% experimental and 22% control groups).

![Figure 7](image1.png)

**Figure 7.** The results of the diagnosis preschoolers’ «Social and emotional intelligence» in the experimental and control groups after the introduction of the partial program «Fairy tales and paints».

![Figure 8](image2.png)

**Figure 8.** Comparative diagram compiled after having diagnosed «Social and emotional intelligence» of preschoolers in the experimental and control groups after the introduction of partial programs.
The data prove positive changes that occurred in the experimental group in the process of implementing partial programs, which provided for the gradual realization of social and educational activities.

Partial programs for the formation of computer literacy not only allow children to acquire special techniques and skills to work with computers, but also facilitate the formation of social values, including perseverance, activity, interest, creativity, critical thinking, self-discipline. Applying computer games by preschoolers instills a love to learning, the capability to appreciate beauty, love, kindness, respect to other people.

Thus, application of the partial educational programs will promote realization of the personality-oriented approach to learning:

- children’s development and self-development bearing in mind their abilities, inclinations, interests, values as well as subjective experience;
- providing for realization and self-realization;
- guaranteeing children’s subjectivity by the possibility of influencing the course of activity;
- not only gaining knowledge, development of skills and abilities, but also the formation of competencies specified in the Basic component of preschool education;
- teaching the basics of social values.

3. Conclusions

One of the ways to teach social values in preschool education is the application of partial educational programs in the educational process, such as programs of social and financial literacy of preschoolers «Aflatot», «Boundless world of LEGO», to develop social skills of effective cooperation of children from 4 to 6-7 years «Learning to live together», the formation of computer literacy.

The application of partial educational programs «Aflatot», «Boundless world of LEGO», «Learning to live together», the formation of computer literacy promotes development of the child’s personality, the formation of a set of ideals that are significant to society and social values.

The gained data of pedagogical experiment testify to the positive changes that occurred in the experimental group while introducing partial programs, which provided for the gradual realization of social and educational activities.

Prospects for further studies. We see prospects for further studies in developing instruments for determining the level of social values formation.

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