The Developmental Level Of The Moral Personality Of University Professors

Asst.Prof. Dr. Abdelbari Al Hamadani

College of Basic Education, University of Thi-Qar

abdulbari@utq.edu.iq

ABSTRACT

Research Problem

The issue of defining the concept of moral personality raised a problem faced by researchers in the fields of developmental and educational psychology for reasons related to methodological problems dating back to the history of the study of moral development itself. In the sense of a unique human existence (толин В. В., 1983: 284) and others linking it to the same position (Бодалев А. А, 1995). The researcher noticed this methodological problem, so he undertook a comprehensive survey of the historical development to study the moral personality, as this problem formed the strongest motivation to address the concept of the developmental level of the moral personality.

The concept of moral personality is neglected (to the best of the researcher's knowledge and knowledge), the Iraqi library lacks that concept, as concepts such as the level of moral judgment (Kohlberg1958) and moral decision-making (Tenbrunsel & Smith 2008) and the components of ethical behavior, moral sensitivity, rational ethics, moral integrity, moral courage (Rest (1980: 86), it has been covered a lot, but it is part of a larger component that contemporary empirical studies have called the concept of "moral personality" (Вавилова, И.Н, 2009: 242).

All professions and businesses require procedural ethics related to the ethics of the profession, and these may be learned or adhered to because they relate to laws and regulations and their violation entails administrative or penal sanctions. However, some professions require that their owners have an ethical personality. Its owners are not characterized by the characteristics of moral character that threatens the value structure of society, and this causes the loss of generations, the rule of non-normality, and the spread of selfish and authoritarian behavior.

Therefore, the aim of the current research is to determine the answer to (Is the moral character of the university professor available? And at what developmental level is it located?).

Keywords:

The importance and need for research

The personality is that integrated dynamic organization, which distinguishes the individual so that he is himself and no one else. Ethics and ethical behavior are one of the determinants of personality and its basic pillars and the importance of the concept of moral personality and the consideration that the moral determinant of behavior can be expressed in a trait that continues across situations and dominates individual decisions and attitudes.

The moral character that characterizes a person's behavior and moral character, in which courage, perseverance, endurance, self-control, unselfishness and self-esteem are inherent. It is expressed in a person's ability to act decisively and quickly in a dangerous and difficult environment, in the ability to mobilize all his forces to achieve his goal and in his willingness to sacrifice if necessary.

The importance of defining the moral character that characterizes a person's ability to overcome a feeling of fear and insecurity for success and fear of difficulties and harmful consequences arises.

Taking decisive action in the name of achieving the specific goal and loyalty to the chosen ideals and principles that contradict with hostile conditions and pressure from other people, and the frank expression of the opinion of the individual, especially when it contradicts what is proven or declares the opinions of the authorities, and obstinacy with regard to all evils and injustice and not flouting falsehood and silence Telling the truth, defending the oppressed and the marginalized, and revealing the demand for societal justice all require the presence of the characteristics of an ethical personality.

Research Aims

Current research aims to identify

1- The moral character of university professors.

2- Knowing the significance of the differences in the moral character according to gender.

3- The developmental awareness of the moral personality of university professors.

Limits of induction: - The current research is determined by professors of Thi-Qar University for the academic year 2019-2020.

Define terms

Moral character

1- Milton Rokeach (1973) defined it as one of the components of individual self-values and works in complementarity with the emotional component and the cognitive component of intrinsic values. Rokeach, 1973: 8)

2- Kohlberg (1971) defined her as a personality capable of understanding righteousness or moral situations as a matter of personal values and opinions. Where right or wrong is defined by decisions of conscience according to self-chosen moral principles that call for logical and universal inclusiveness and consistency regardless of the authority of groups or persons who hold power and regardless of the individual's definition of these groups (Kohlberg, 1971: 88).

3- Define it (Johnson, 2015) as a set of ethical features that distinguish the individual with three types of components. The first is emotional, it relates to feelings of guilt and fear due to violating moral values or violating laws and norms without the need for a deterrent, law, or watchdog and without being affected by a loss of privilege or status and the second is cognitive It relates to the decline of self-ability and self-blame for committing violations or mistakes, even if they are not intentional, and the third is behavioral related to persistence and defense of moral attitudes. (Johnson, 2015: 4).

The researcher adopted the definition of (Johnson, 2015) being the latest according to the literature dealing with the moral personality and as the most comprehensive to cover the scope of the concept subject of the current research.

Chapter Two/ Theoretical Framework
The Concept of Moral Personality

The concern for the moral personality comes at the forefront of the interest in psychology in the context of the global digital society, and in particular the attempts to establish a psychology of ethics, or

what has recently been called the "moral personality" (опов, Л.М. ,, 2010: 112.)

The concept of moral personality refers to the essence of the human being and the truth of his existence, and it is related to principles and patterns of behavior that reflect the individual's ability to distinguish between what is right and what is wrong. Купрейченко, А.Б, 2013: 480). What distinguishes a moral personality is that it tends to organize its behavior in its relationships with others based on meaningful feelings (feelings associated with awakening conscience, tolerance, dignity, affection, and compassion) Клягин, Н.В., 1999: 239).

The concept of morality is used as a synonym for the concept of moral, while a distinction is made between the concept of the moral personality and the concept of morality on the basis of internal / external factors, or the separation between what is subjective and what is objective. To fixed attributes across different situations: Антилогова, Л.Н. 1999: 434). According to Rubinstein's view, ethical behaviors that do not lead to enriching the inner world of personality cannot be counted as ethical, as he indicates that verbal morals are those that are repeated by unethical people in their existential sense that are represented as perception and behavior in dealing with others. Thus, Rubinstein approaches the views of each of (Sartre, Heidegger) and goes to emphasize the role of morality in the regulation of life in general (Рубинштейн, С.Л, 2003: 712).

Ушкова presented the concept of moral experience as one of the conditions for the formation of the moral personality, meaning the living conscience that senses everything that would be reflected in the individual's consciousness, meanings, subjective connotations, values and moral thinking ((ушкова, И.В, 2006: 578.

The conscience is defined because it is self-evaluation, or it is the ability of the individual to evaluate his behavior in a way that suits or does not conform to the standards of the moral councils Данг, Л.Ф, 2007: 24). The concept of the moral personality can be summarized as the subjective features based on the living conscience that senses good from evil, and is characterized by the stability of moral behavior across different situations, and the moral personality has three basic components (the cognitive component, the emotional component, and the behavioral component) that are formed during the individual's life journey.

Explaining theoretical trends of the moral personality

The different trends in psychology dealt with the concept of the moral personality, and each focused-on component that I consider the basis of the

structure of the moral personality, and in what follows an explanation of the concept of the moral personality according to each direction:

- The trend of psychoanalysis

From Freud's viewpoint, the Supper Ego is the source of the inner need for morality, and it exercises the function of "self-observation and issuing judgments in the form of criticism and observation of the self. "Social concern, which includes a shift in the individual from a selfish focus based on pleasure to concern for others and general issues, or he becomes concerned with the troubles and needs of others.

Adler asserts that moral personality is born and developed in the social context, especially during early interaction between children and parents.

The concept of freedom is considered one of the basic concepts of Fromm, especially in relation to that concept to two moral stances of the first individual, the automatic non-critical assimilation of the opinions of external authority figures from the parents of the state (social norms system), and complete submission to authority. The second represents the acceptance of personal responsibility and the meaningful fulfillment of ethical standards as external requirements, but by dealing with them as requirements for the individual who solves moral dilemmas or problems in the manner preferred by (итер, 2007: 384).

- **Behavioral trend**

The behavioral trend focuses on the formative role of the environment instead of focusing on the internal mental processes, as G Esenck classifies moral behavior as conditional on reactions, where the stimulus is the fear of certain actions and situations, and this fear is based on the child's early experience of the punishment he is exposed to if he violates Socially accepted norms where this conditional reflex prevents the child from violating moral norms even in the absence of direct punishment (Айзенк, Г.Ю., 2000: 283).

According to Skinner, ethical behavior like any other behavior is the result of learning based on effective adaptation with the help of reinforcement through compliance with traditional norms in the sense that an individual's moral behavior can be reinforced and supported through social incentives to praise (interest and affection), and therefore behavior management should be based on The way to change the environment. Thus, Skinner neglected the internal factors such as freedom and dignity, describing them as fictional, and did not reveal the mechanisms of behavior. Скиннер, 2015: 192).

Bandura supports in his theory of social learning, "the role of learning through observation in the acquisition of behavioral skills, referring to the complex interaction of internal processes (belief, expectation and self-awareness) and environmental factors at the same time. From Bandura's view, the assimilation of moral standards passes through the stages of imitation and modeling, (Бандура, А, 2000: 320).

- **Cognitive orientation**

The works of J. Piajet and L. Kohlberg represent the greatest contribution to the study of the psychology of morals, and for J. Piajet, his primary goal was to initiate the development of children's intelligence. He linked the mental and cognitive development and the moral awareness of the child and was suggested through his clinical approach based on a solution. Moral dilemmas are of two types of moral awareness (adherence to coercive ethics) and independent ethics (co-operative ethics) parallel to the first, the pre-school age where the obligation of moral rules comes from outside (Антилогова, Л.Н1999: 434.).

Moral realism is expressed in the fact that the child does not take into account the internal structure in evaluating the action and judging the action through external influence, specifically through material results, and with the development of moral awareness, the role of operational thinking increases, which transfers the child from objective responsibility to self-responsibility where it is prescribed Considering the intentions and motives are more important than the consequences of the action (Обухова, Л.Ф, 2011: 460).

L. Kohlberg continued the general research strategy of J. Piajet, and emphasized that the individual can pass through three levels (pre-custom and law, ethics of custom and law, post-custom and law) and six stages of moral development (the stage of obedience and avoidance of punishment, the stage of orientation) Towards personal benefit, the stage of a good boy and a good girl, the stage of response to the social system, the stage of orientation towards the principles of the social contract, the stage of orientation towards universal ethical principles) and it was considered that cognitive development is a prerequisite for moral development (Крайг, Г., Бокум, Д, 2016: 460).

- Humanitarian direction

Humanistic psychology has made a great contribution to explaining the moral nature of the human being. Representatives of this trend (A. Maslow, k. Rogers,) believe that the individual has a natural or innate tendency to have an ethical personality, as it is through his endeavor to exploit the maximum of his energies and potentials and realize himself, He is of good nature and his ethical behavior is the norm.

Rogers focused on the values that each person creates within him through the process of life experience and thus it is the individual himself, not external factors, that determine the moral choice. He objected to Freud's views that humans are irrational, hostile and selfish, so the individual may sometimes feel destructive feelings and unnatural motives when not He acts according to his true inner nature, so the individual tends to work completely and completely, and when he does not face what hinders his pursuit of that, then he lives in harmony with himself because he has natural capabilities to develop in the direction of social responsibility and maturity (Сандабкина, Т.Б.2013: 122).

Maslow emphasized human values and affirmed that one of the characteristics of the self-fulfilling personality is that it possesses an ethics of social responsibility and thinking for others and accepting oneself and others while rejecting cultural pressure with everything that conflicts with what is right and true (Франкл. В, 1999: 368).

Chapter Three
Research Methodology and Procedures
In this chapter, the researcher will review the procedures that have been taken to achieve the research objectives, and the following is a description of those procedures:
Research community: The current research community is composed of professors from Thi-Qar University for the academic year (2019/2020), whose number is (1192) teaching, distributed according to gender to (828) males, and it is attributed to (69%) and (364) from Females, at a rate of (31%).
The research sample:
The sample for detecting the psychometric characteristics of the scale and verifying the validity of the items in it amounted to (400) teaching by (276) males, (69%) and (124) females and by (31%), and another sample was withdrawn for the final application and by the random sample method of 300 In education, by (207) males, (69%) and (93) females, and by (31%).
Research Tool
In order to achieve the objectives of the current research, it was necessary to use a tool to measure the moral personality of university professors that has the characteristics of psychological measures of honesty and stability. Therefore, the researcher prepared a scale for moral personality due to the absence of a scale to measure the pivotal values that is compatible with the research sample and the objectives of the research. The following steps were followed in building Current search scale.
1- Defining the concept of the moral personality

The researcher adopted (Johnson, 2015) definition of the moral personality as a set of moral features that distinguish the individual with three components, the first emotional is related to the feeling of guilt and fear due to his violation of moral values or his violation of laws and norms without the need for a deterrent, law or control and without being affected by the loss of privilege or Status and the second cognitive related to the decline of self-potential and self-blame for committing violations or mistakes, even if they were not intentional, and the third behavioral related to the persistence of moral positions and their defense (Johnson, 2015: 4).

2- Defining and describing components or areas that indicate the moral character
It is clear from the above definition that the behavioral magazines that indicate the moral character are:
2-1 / The emotional field and it indicates that the individual feels guilt and remorse when he violates moral values or violates the laws and norms, and he feels this personally without the presence of a deterrent or control and without being affected by the loss of material or moral privileges or legal status.
2-2 / The cognitive field and it refers to not being preoccupied with blaming the negative self or feeling obstructive anxiety, as his personal capabilities do not diminish and he does not feel collapsed if he commits a mistake or violation of ethical rules, but makes use of the mistake to insist on overcoming it and not repeating it.
3-2 / The behavioral field / refers to the persistence and defense of moral stances, and others know about it its clear and principled positions and it is not affected by cultural pressure or misinformation.
Drafting the scale items
The researcher formulated the scale items based on the description of the three fields of the scale, with 8 items for each field, so that the number of the periods in its final form (24) and five-point alternatives (fully applicable to me, applicable to some extent, applied, does not apply to some extent, does not apply completely to me) I gave the grades (5) , 4,3,2,1) and respectively.
Validity of the items: For the purpose of determining the validity of the scale items and its instructions and alternatives as they constitute a suitable tool for measuring the moral character, the (24) items of the scale were presented in their initial form to (20) arbitrators in education and psychology. To express their opinions and observations regarding the validity of the items and the appropriateness of the alternatives to the goal for which they were set, and to amend what they deem appropriate or delete what is inappropriate, as the items that obtained 80%

or more of the opinions of experts were accepted as valid items and accordingly all of the passages are considered valid in their measurement of moral character.

Items Analysis: For this, I follow the method of the two extremes and the relationship of the item score to the total degree of the scale as appropriate procedures in analyzing the items:

A-The Contrasted Group Method: After correcting the questionnaires' questionnaires for the purpose of conducting the analysis in light of this method, the researcher followed the following steps:

1- The scale was applied to a sample of (400) professors, chosen according to the percentage of both sexes represented in the research population, and by the random method.

2- The total score for each questionnaire is determined.

3. The forms are arranged from highest to lowest.

4. The highest percentage (27%), which was called the upper group, whose scores ranged between (80-119) and (27%), the lowest, whose scores ranged between (29-78), and thus two groups were identified with the largest size and maximum possible differentiation (Mehrens & Lehmann, 1984: 192), and in light of this ratio, the number of forms for each group was (108) forms, meaning that the number of forms that were subjected to analysis is (216) forms, and after the scale items were analyzed using the T-test for two independent samples (t.test) to test The differences between the upper and lower groups of each item, and the T-value, which has statistical significance, is considered an indicator of the item's ability to distinguish by comparing it with the tabular value of (1.96) at the level of significance (0.05), and the degree of freedom (214), and by comparing the T value The computed for each item with the tabular value shows that all the items are distinct.

Table (1) The discriminatory power of the axial values scale items using the method of the two extremes

Sig. Level 05.	T-Value	Low Group		High Group		Items	Sig. Level 05.	T-Value	Low Group		High Group		Items
		Std. Dev.	Std. Dev.	Std. Dev.	Std Dev.				Std. Dev.	Mean	Std. Dev.	Std Dev.	
Sig.	7.638	1.122	4.04	0.526	4.85	13	Sig.	5.917	1.218	3.69	0.767	4.42	1
Sig.	6.820	1.401	3.64	0.698	4.56	14	Sig.	6.990	1.139	4.04	0.530	4.80	2
Sig.	5.541	1.326	3.67	0.976	4.46	15	Sig.	4.104	1.094	4.40	0.621	4.84	3
Sig.	8.467	1.331	3.28	0.765	4.40	16	Sig.	6.200	1.062	4.17	0.575	4.81	4
Sig.	7.437	1.168	3.98	0.505	4.79	17	Sig.	6.745	1.379	3.09	0.944	4.06	5
Sig.	5.703	1.382	4.08	0.525	4.81	18	Sig.	5.170	1.97	2.97	1.144	3.78	6
Sig.	8.150	1.321	3.51	0.687	4.56	19	Sig.	8.117	1.255	3.31	0.907	4.39	7
Sig.	9.004	1.409	3.23	0.751	4.47	20	Sig.	4.508	1.344	3.39	1.131	4.07	8
Sig.	5.405	1.243	4.09	0.745	4.76	21	Sig.	9.557	1.413	3.47	0.682	4.77	9
Sig.	5.650	1.108	4.35	0.334	4.91	22	Sig.	9.629	1.319	3.57	0.576	4.76	10
Sig.	5.971	1.231	3.81	0.750	4.55	23	Sig.	5.271	1.128	4.07	0.691	4.67	11
Sig.	9.644	1.274	3.45	0.684	4.65	24	Sig.	8.178	1.377	3.39	0.771	4.50	12

B- The relationship of the item score to the total score of the Internal Consistency Style: The Pearson correlation coefficient was used to extract the correlation between the scores of each item with the total score of the scale, by using the same analysis sample to calculate the discriminatory power using the method of the two extremist groups of (400) professors from Thi-Qar University. The correlation coefficients were tested for the purpose of knowing their significance by weighing them against the table value of the significance of the correlation coefficients of (0.098). The results showed that all the items are consistent and of statistical significance at the level of significance (0.05). Table (2) illustrates this.

Table (2) the item correlation coefficient with the overall degree of the scale

Coefficient	Item No.	Coefficient	Item No.
0.309	13	0.254	1
0.316	14	0.217	2
0.381	15	0.246	3
0.402	16	0.319	4
0.324	17	0.317	5
0.296	18	0.238	6
0.304	19	0.369	7
0.396	20	0.233	8
0.472	21	0.429	9
0.380	22	0.443	10
0.478	23	0.287	11
0.414	24	0.379	12

From the foregoing, we conclude that the scale is characterized by logical validity through expert opinions and statistical validity by verifying the distinctive strength of the items and the relationship of the item to the total degree of the scale.

Reliability: It is the consistency and stability of the scale results, and statistically defined as the ratio of true variance to total variance, i.e. how much of the total variance in scores can be true variance (Steinmetz, H.; Isidor, R., & Baeuerle, 2012: 17)) And in the current research, stability was extracted in two ways:

1. **Test - Retest Method**: This method reveals the stability of the results when applied to a certain group more than once over a specified time interval (Anstasi, A. (1976), and the Moral Personality Scale was applied to extract consistency in this way. On a sample of (100) teachers chosen randomly, and after two weeks of the first application of the scale, it was applied again to the same sample, and when the Pearson correlation coefficient was used to know the nature of the relationship between the degrees of the first and second applications, it appeared that the reliability coefficient was (0.76). This value is a good indication of the stability of individuals' responses on the moral personality scale over time.

.

2. **Cronbach's Elva Coefficient of Internal Consistency**: In order to extract the stability in this way, (100) forms were randomly drawn from the analysis sample, and after applying the Cronbach s formula for internal consistency, the reliability coefficient in this way reached (0.86), which is a high stability coefficient depending on the absolute criterion.

3. **Statistical methods**: The researcher used various statistical methods according to the research requirements, as it was used from the Statistical Portfolio for Social Sciences (Spss) in the construction procedures and in analyzing the results of the research using the following statistical methods (T-test for one sample, T-test for two independent samples, Pearson Correlation Coefficient, Elva Cronbach equation).

Chapter Four
Presentation, discussion and interpretation of results

First: Identifying the moral personality of university professors: After applying the axial values scale to the research sample of (300) professors, the results showed that the calculated T value was (5.418) degrees, and when compared with the tabular value of (1.96) at a level of significance (0.05) with a degree of freedom (299), it turns out that it is a statistical function, and Table (3) explains that

Table (3) The arithmetic mean, the standard deviation, the hypothetical average, the calculated and tabular T-value of the student sample on the scale of axial values

Statistical Sig.	Sig. Level	T|-Value		Assumption average	Std. Dev.	Mean	Sample No.
		Tabulated	Calculated				
Statistically Valid	0.05	1.96	5.418	72	12.801	102	300

It is evident from the above table that the research sample has an ethical personality as their average score on the axial values scale was higher than the hypothetical mean, and this indicates that it is statistically significant at (0.05) level.

Second: A- Identifying the differences in the moral character of university professors according to the gender variable (male-female):

To identify the differences in the moral character according to the gender variable, the researcher extracted the arithmetic mean of the scores of the male sample on the personality scale and it reached (93) with a standard deviation of (22,482), while the arithmetic mean of the scores of the female sample on the same scale was (96) with a standard deviation of (23.048). To find out the differences between them, the researcher used the T-test for two independent samples. It was found that the calculated T value (4.06) is higher than the tabular value (1.96) at the level of significance (0.05) and with a degree of freedom (298), which indicates that there are differences between males and females in the moral character of the current research sample in favor of females, and Table (4) clarifies this.

Table (4) The T-test of two independent samples to find the differences in the axial values according to the sex variable

Variable		Sample	Mean	Std. Dev.	Assumptive Mean	Freedom Degree	T-Value	Sig. Level at 0.05
Sort	Males	207	3	2.482	2	98	06.	Not Sig.
	Females	83	6	3.048				

The researcher will discuss the results of the research according to the general indicators that the results yielded and in light of the theoretical background and the importance of the research as follows:

First: Identifying the moral character of university students:

The results of the research indicate that university professors have a level of central values, and the researcher explains this result that they can control their behavior towards others and that they behave in acceptable behavior in their lives by distinguishing between right and wrong and have enhanced self-awareness, as well as they can shape their ethical behavior according to the consequences of the behavior and its connotations and that they have an ethical personality that focuses on social concern, helping others, thinking for them, accepting oneself and others while rejecting cultural pressure with everything that conflicts with what is right and right ((Франкл. B, 1999: 368), and dealing with concepts, situations and circumstances according to what they possess of basic moral values.

In order to know which components (emotional, cognitive, and behavioral) dominate the moral character of university professors, it became clear that the average answers for the items of the emotional component were (4.3), and for the cognitive component (3,6). As for the behavioral component, it came last with an average of (2, 3). This means that the emotional characteristic of the moral personality is the most dominant and represents the aspect of sympathy and feelings towards others, and this component remains the least influential in moral situations as it does not rise to the behavioral situations.

The results of the research showed that there are statistically significant differences in favor of females in their possession of the characteristic of moral personality. According to the approved theoretical framework, moral behavior like any other behavior is the result of learning based on effective adaptation with the help of reinforcement through compliance with traditional standards. In the sense that the moral behavior of the individual can be strengthened and supported through social incentives (praise, interest and affection), and it is in the nature of our traditional society that women are required to be more in compliance with social standards and the supervision of women by the male society is more intense, which means that the sources of commitment and moral judgments are its source is externally (the

teachings and customs of the councils) rather than the source of awareness and self-compliance based on conviction and simulation.Third: Knowing the developmental level of the moral personality of university professors

The results of the current research showed that the emotional component of the moral personality is the most dominant, with the arithmetic mean of (4.3), and for the cognitive component (3,6), while the behavioral component came last with an average of (2,3). The university does not reflect a procedural ethical behavior as much as it reflects sympathy and positive feelings towards acceptable moral attitudes, and by referring to the literature on the moral personality, we find that the emotional domain or component that reflects sympathy as an indicator of moral attitudes is related to the response phase of the social system, which according to Kohlberg, is the fourth stage of the six stages of moral development Крайг, Г., Бокум, Д, 2016: 460).

References

[1] Anstasi, A. (1976) : **" psychological Testing "**. *New York: Mcmillan publishing Co. , Inc*

[2] Kohlberg, L. (1971). Stages of moral development as a basis for moral education. In C. M. Beck, B. S. Crittenden & E. V. Sullivan (Eds.), Moral education: Interdisciplinary approaches (pp. 23-92).Toronto, Canada: University of Toronto Press.

[3] Lawrence Kohlberg(1958) stages of moral development based on Jean Piaget's theory of moral judgment for children https://www.britannica.com/science/Lawrence-Kohlbergs-stages-of-moral-development

[4] Mehrens,W. A. & Lehmann, I. (1984): **Measurement and evaluation in education and Psychology**. *New york: Holt Rinehart & Wiston*.

[5] Rest, J. Patterns of preference and ComprehensioninMoral Judgment**. Journal of personality, 1980, 1**(41), 86-109.

[6] Rokeach, M. (1973). The nature of human values . New York, NY: The Free Press.

[7] Smith, D., &Goldblatt, P. (Eds.) (2008). Casebook guide for teacher education. Toronto, ON: Sage.

[8] Rest and Narvaez (1995) **REST'S FOUR-COMPONENT MODEL,** https://ebrary.net/8251/education/rests_four-component_model

[9] 10-Steinmetz, H.; Isidor, R., & Baeuerle, N. (2012). **Testing the Circular Structure of Human Values: A Meta-Analytical Structural Equation Modelling Approach**, *Survey Research Methods; 6 (1): 61-75*

[10] Айзенк, Г.Ю., Вильсон, Г. Как измерить личность [Текст]: пер. с англ / Г.Ю. Айзенк, Г. Вильсон. – М.: ООО «Когито-Центр», 2000. – 283с.

[11] Антилогова, Л.Н. Психологические механизмы развития нравственного сознания личности [Текст]: дис. ... д-ра психол. наук / Л.Н. Антилогова. – Новосибирск, 1999. – 434с.

[12] Бандура, А. Теория социального научения [Текст] А. Бандура. – СПб.: Евразия, 2000. – 320с.

[13] Бодалев А.А. Личность и общение Международная педагогическая академия, 1995 г. — 328 с. — ISBN 5—87977—027—3. В книге рассматриваются психологические свойства личности, которые проявляются в общении людей, а также особенности восприятия и понимания человека человеком. Книга предназначена для психологов, педагогов, социологов. ISBN: 5-87977-027

[14] Вавилова, И.Н. Формирование нравственной воспитанности личности ребенка в условиях дошкольного образовательного учреждения[Текст]: дис.канд. пед. наук: / И.Н. Вавилова. – Екатеринбург, 2009. – 242 с.

[15] Данг, Л.Ф. Взаимодействие детского сада и семьи в организации досуга детей старшего дошкольного возраста [Текст]: автореф. дис. … канд. пед. наук / Л.Ф. Данг. – СПб., 2007 – 24с.

[16] Запорожец, А.ВПсихология : учебник для дошкольных педагогических училищ / А.В. Запорожец. – Издание 3-е, исправленное и дополненное. – Москва : Просвещение, 1965. – 240 с. : ил. – 15 печ. л. – Экземпляр № 14307 находится в Открытом доступе на Сретенке.

[17] Клягин, Н.В. Человек в истории [Текст] / Н.В. Клягин. – М.: ИФ РАН,

[18] 1999. – 239с.

[19] 19-Крайг,Г.,Бокум,Д.Психологияразвития[Текст]/Г.Крайг,Д.Бокум.

[20] СПб.: Питер, 2016. – 944 с

[21] Купрейченко,А.Б., Воробьева, А.Е. Нравственное самоопределение молодежи [Текст] / А.Б. Купрейченко, А.Е. Воробьева. – М.:Изд-во«Институт психологии РАН», 2013. – 480 с.

[22] Обухова, Л.Ф. Возрастная психология [Текст] / Л.Ф. Обухова. – М.: Юрайт; МГППУ, 2011. – 460с.

[23] Питер, 2007. Введение в психоанализ. Лекции [Текст] / З. Фрейд. – СПб.: Питер, 2007. – 384с.

[24] Попов, Л.М., Устин, П.Н. Нравственно-этическая психология личности [Текст] / Л.М. Попов, П.Н. Устин // Бехтеревские психологические традициив казанском университете. – Казань: Отечество, 2010. С.112-168

[25] Рубинштейн, С.Л. Основы общей психологии [Текст] / С.Л.Рубинштейн.СПб: Питер, 2003. – 712 с.

[26] Сандабкина, Т.Б. Некоторые аспекты воспитания нравственной сферы младшего школьника [Текст] / Т.Б. Сандабкина // Современные проблемы науки и образования. – 2013. – № 5. – С.118-122.Скиннер, Б. По ту сторону свободы и достоинства [Текст] **/** Б.Скиннер.М.: Оперант, 2015. **–** 192 с.

[27] Скиннер, Б. По ту сторону свободы и достоинства [Текст] **/** Б.Скиннер.

[33]

[28] М.: Оперант, 2015. **–** 192 с.

[29] Столин В.В. Самосознание личности М.: ИздательствоМосковского Университета, 1983. - 284 с.

[30] Сушкова, И.В. Формирование начал нравственного сознания у детей 6 - гогодажизнивдошкольныхобразовательныхуч реждениях[Текст]:дис. д-ра пед. наук / И.В. Сушкова. – Елец, 2006. – 578 с.

[31] Франкл, В. Человек в поисках смысла [Текст] пер. с англ. и нем. / В. Франкл. – М.: Прогресс, 1990. –368с.

[32] Johnson, M. (2015, March). Stop talking about work/life balance! TEQ and the mil lennial generation Workforce Solutions Review Retrieved from http://www.ihrimpublications.com/WSR_Online _Archives/Meagan%20Johnson-WSR_ MAR2015web.pdf