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EDUCATION OF PRIMARY SCHOOL PUPILS OF HUMANISTIC VALUES BY MEANS OF CHILDREN'S LITERATURE

The founding principles of modern society must be based on the guiding principles of humanism and democratization. Ukrainian elementary school should become the focal point for the formation of an active citizen with a high level of consciousness, creative activity, and responsibility, guided in his activity and behavior by humanistic values. The problem of teaching children humanistic values was investigated in various aspects: general theoretical principles of humanization in upbringing of junior schoolchildren are outlined in the works of J. Komensky, A. Makarenko, V. Sukhomlinsky; psychological aspects are revealed in the works of I. Bech, M. Boryshevsky, O. Kirichuk, G. Kostyuk; the process of forming humane values by means of children's literature became the subject of research in works of V. Korotieva, G. Yasyakevich.

Prominent representatives of pedagogical thought and writers pointed to the importance of educating children and young people by the means of artistic expression. Many famous representatives of progressive pedagogical thought writers and public figures, such as: B. Grinchenko, M. Dragomanov, O. Dukhnovych, M. Kotsubinsky, A. Makarenko, S. Miropolsky, G. Skovoroda, V. Sukhomlinsky, L. Tolstoy, L. Ukrainka, K. Ushinskiy, I. Franko, T. Shevchenko pointed to the importance of raising children and young people with the help of artistic words. Literature, as a form of art, is intended to foster high spiritual values, a sense of beauty, humanism, patriotism. Organic component of fiction is children's literature, which has a powerful educational potential and contributes to the formation and development of adolescent personality. Child-rearing work is a systematic process. It is very important that children, constantly acquiring moral knowledge and ideas, find themselves in life situations that would contribute to the emotional experience of the acquired knowledge, their awareness and attachment.

We share the view of scientists that humanism is a historically changing system of views that recognizes the value of a person as a person, his or her right to freedom, happiness, development and expression of their own abilities. It considers the principles of equality, justice, humanity the desired norm of relationships between people. We share the opinion of Y. Kuznetsova, according to which the following system of humanistic values is optimal: vitality, kindness, compassion, justice, conscience, deep respect for human dignity, tolerance, humanity.

Six year old children are sensitive to the upbringing of humanistic values in sequential actions when knowledge and ideas about humanity are reinforced by motives based on feelings and attitudes. Repeated in activities, this knowledge develops into skills and habits. The formation of personality's ideas about the world

and himself or herself in this world, relationships among people begins in preschool childhood at the same time with the development of feelings and moral qualities and continues throughout life. Since one of the main values of preschool age is high emotional sensitivity in the perception of the artistic word, the main child's ability relates to the events description. So, the use of fiction is one of the leading means of forming humanistic values in elementary school children. The cultivation of humane feelings and spiritual values should be considered in close connection with the overall emotional development of the child. The emotional attitude of children to others is an indirect indicator of their feelings.

Fiction literature contributes to the emergence of children's emotional attitude to the described events, nature, heroes of literary works. An important role in the upbringing of an adolescent is played by children's literature, which is an organic and integral part of general literature. A child who is just beginning to learn about the world around him needs books that prepare him for an active life in society. The works of children's literature, passing through the imagination and heart of a young reader, arise in him sympathy for the good and the beauty, extend the general outlook, teach to love people and animals etc.

In particular, O. Khrolets notes that children's literature provides a transition of humanistic and value orientations into the inner heritage of the individual. Fiction has a great advantage in the arts, as a means of nurturing humane feelings and forming spiritual values. This advantage is manifested in the ability of influencing the feelings of children; developing empathy and antipathy.

. Insufficient development of these qualities leads to an artificial restriction of the child's capabilities, and education of a person who does not feel and understand. Influence of fiction literature is increased due to the specificity of perception of works of art by young school children, which is determined by their age and psychological characteristics: increased sensitivity to external influences, direct perception of the surrounding world, a high level of imitation and emotional "infection". Perceiving highly artistic works, analyzing them, children learn how to evaluate the actions and behavior of literary heroes. A literary work is perceived by children as a whole, in the unity of its content and artistic form. The understanding of it is expressed in children's judgments and points of views.

Education with the word of art leads to big changes in the emotional sphere of the child. It contributes to the emergence of the children's lively response to different life events, changes their attitude to different things. While reading the works, the child imagines a certain picture, a specific situation, an image, experiences described events. The stronger her/his experience is, the richer are her/his feelings and ideas about reality. Moral rules and rules in works of art are lively, accessible and understandable, and easily accepted by the child as the only correct way of behavior. The child seems to enter the events of the work of art, as if they become a participant.

Children literature contains a pattern of behavior in specific situations. The moral that children learn from reading will help them to get clear guidelines in the value system, to lay the foundations of strong moral convictions, to form their own model of behavior in society. The content of the works captivates children, introduces interesting events, receives a deep emotional response, and makes them worry about the actors. It

is the experience of literary heroes that causes children to have compassion, kindness, humanity, and a sense of joy from the victory of the goodness over the evil. The involvement of children in the world of children's literature begins at his early age in the family. Consequently, children's literature influences the child's feelings and mind, provides understanding and acceptance of moral norms as the only correct options for behavior.

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