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## **THE FORMATION OF INTELLECTUAL SKILLS OF PRIMARY-SCHOOL LEARNERS IN THE CONTEXT OF STUDYING THE HUMANITIES**

In this article, we will discover the specific features of formation of intellectual skills in the context of studying the Humanities. By the Humanities we mean academic disciplines that study aspects of human society and culture. The intellectual development system includes materials from all school subjects and allows going through all stages of development. Intelligent training based on system material is carried out from the first grade to the fourth one.

In our developing technology-focused world, the Humanities are needed in our classrooms now more than ever to provide balance and perspective. The Humanities strengthen our global view, broaden our intellectual foundation, teach us to communicate clearly, help us to develop creative and critical thinking skills, teach us to be problem solvers, create engaged citizens and thinkers, reinforce cultural and ethical responsibilities and values, help us to understand the impact that science, technology, and medicine have had on society, and create well-rounded academics, students and thinkers. It is time for our nation to realize that the Humanities are essential part of a well-rounded education that must begin in the elementary school years and continue throughout a person's life.

The Humanities encourage students to think critically and creatively. They teach students to contemplate humanity and to inquire about the complex world around them. The questions raised in literature, philosophy, and religion courses teach students to think critically and listen actively.

The study of human behavior can help answer some of the most complicated questions in the matters of science and technology. The Humanities develop students' analytical thinking skills, which are key in helping students to gather information, articulate, visualize, and solve complex problems. Studies within the Humanities teach students to evaluate complex and sometimes imperfect or incomplete information by weighing the evidence skeptically and considering more than one side of every question. By comparing information with different points of view, students are taught to make a subjective assessment.

An important key to the formation of intellectual skills is the selection of materials. You must be well informed on the whole field of knowledge that you wish to teach, you must structure it, acquire a comprehensive understanding of it, analyze it thoroughly, evaluate it critically, make a deliberate choice of topics and objectives for teaching, reflect your decision in a range of wider contexts, check on your selection of topics to identify their educational value, etc The main principles of the

distribution of materials for the formation of intellectual skills in the English lessons are:

- 1) relationship and interdependence of tasks;
- 2) gradual complication of tasks;
- 3) increase in volume of material;
- 4) increase in speed of task execution;
- 5) alternation of different activities.

If we break these principles we may not get the result we need. Easier tasks must be preceded by difficult tasks for better understanding and perception of children. To achieve results you need to change the task to shift your focus and accentuate on important information that will help you succeed.

Tasks are composed in accordance with certain stages of intellect development. Feature of the exercise system is that it creates conditions for step-by-step execution of mental actions. In the process of creating a system of intellectual development, careful attention is paid to ensuring such conditions that ensure constant attention of children: characteristics of the material, the degree of complexity of the material, accessibility, attitude of the subject to it and individual characteristics of the person.

Two types of activities are the key to the full development of the child in primary school. The first type of activity is the learning of the accumulated experience of mankind, and introduction to modern culture. Learning activities are based exactly on this process. For elementary school in English lessons it can be: working in groups over text, a picture, over authentic materials, watching a video or a cartoon, demonstration.

The second type is a creative activity that involves an individual self-realization. Unlike the learning activities, this type of activity is not aimed at the acquisition of the previously known information, but is focused on the implementation of the learner's own ideas related to the creation of something previously unknown by him. In the English lessons in primary school, the second type may include such activities as acting, role-play by story, storytelling, drawing, writing a poem or fairy tale, creating handmade products.

Learners solve various problems by using the previously mentioned activities. Information search problems aimed at the development of the child's abilities are to be solved during the creative activity. If the ability to learn is forming in the process of training activities, the ability to search and find new solutions is forming in the framework of creative activity.

In present-day primary schools, learners solve educational, training and routine tasks, almost all of their school time, with the aim of gradually reducing the search activity of children with each successive task, so that in the process of developing skills in solving tasks of a certain type, such search activity will completely disappear.

Upon mastering the method of problem solving, the learner starts using it and not searching for it again and again. Learners get used to evaluating their own abilities only on the basis of successful or unsuccessful solving of routine problem. And the high self-esteem of a child is related not with a manifestation of his/her own intelligence, but with due diligence in learning rules and knowledge adoption.

Conclusion. We think that students who participate in a well-rounded education including the Humanities are capable of creative problem-solving. Creative people with creative solutions are valuable in the modern world. By exposing primary-school pupils to art, literature, and culture in the English lessons, we teach learners the important nuances of creativity. When learners engage in meaningful discussions and learn to appreciate and interpret creative works, they begin to learn to express themselves and their own thinking more creatively.

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