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**FORMATION OF JUNIOR SCHOOLCHILDREN'S MORAL VALUES
BY MEANS OF UKRAINIAN ETHNOPEDAGOGY WHILE STUDYING THE
HUMANITARIAN DISCIPLINES (UKRAINIAN LANGUAGE AND
LITERARY READING)**

In the XXI century the moral aspect plays an important role in the educational system. In the general secondary educational institutions, children learn to evaluate and apply moral norms practically. Every year in modern society, the process of children's moral values formation becomes more complicated. Freedom of speech and choice is increasingly valued, and children defend their rights, interests, and views. They don't want to be like their parents and live by old principles and rules. They challenge society, trying to show the people around them that they are already adults and quite independent. Therefore, the problem of finding new ways of moral development for modern society does not lose its relevance.

The problem of values as a scientific category was studied by representatives of foreign and Ukrainian pedagogy (I. Bekh, I. Zyazyun, V. Kremen, G. Shevchenko, A. Savchenko, A. Sukhomlinskaya, A. Vishnevsky), psychology (L. Vygotsky, A. Leontiev, M. Rokich, S. Rubinstein, L. Bozhovich). The significance of moral values in the content of education is highlighted in the works of I. Bekh, O. Savchenko, A. Bogush, M. Boryshevsky, I. Zyazyun, T. Antonenko, S. Rashidova, S. Rashidov and other scientists.

Primary school is particularly important in the development of morality and personal education. Teachers in the educational institutions carry out the formation of moral values, following the spiritual and moral concept. The concept is considered the scientific and methodological basis of development. According to the state standard, education should include the development of the student's personality, which includes creating an image of the world, value-semantic directions and the basis for moral choice that corresponds to moral values.

The formation of moral values is the main task of a modern educational institution, in particular General Schools. Education faces the main task to unite modern society. It is possible to solve this problem only with the help of General Schools, where the development of every citizen of our society takes place.

We define the concept of "moral value" as the ideal of humanity and its individual representatives, a certain perfection, an ideal model, something that directs any human action. The system of moral values is an individual structure of interrelated moral values that play both the primary and secondary role in the formation of an individual as a person [1].

We consider the formation of moral values as a series of individual's mental processes – from the formation of needs and motives, goals and assessments to the

formation of qualities of a moral personality, values are first reflected subjectively, and then acquire objective meaning.

The key point of this thesis is the assumption that extracurricular activities of Primary School students, organized in compliance with certain conditions, can influence this process quite effectively, that is, one of the main factors influencing the formation of moral values in primary school students [3].

As a result of the analysis of the concepts of personal values, morality and moral education, we determine that moral values are genetically derived from the values of society. They are produced by a person voluntarily and independently in the process of interaction with other people. Their content vector is humanism. As a pedagogical phenomenon, values are included in the specified goals of moral education.

The specificity of the formation of moral values in younger schoolchildren lies in the age characteristics of students' development, patterns, mechanisms and logic of this process [2].

In primary school, social motives like the duty and responsibility are of great importance. In such a social environment, educational activity is especially important, because at this school age it begins to form, and the level of formation depends on the success of all training, because educational activity is conducted in a process that forms the main new education, and the child's mental development is intensive [1].

In order to assimilate the norms and rules of moral behavior, develop appropriate life skills in society, it is necessary to choose the best examples of children's fiction. They equip the junior schoolchildren with moral and spiritual values inherent in many generations. It allows the teacher to consolidate the formation of moral consciousness, moral feelings and moral habits in behavior using on the examples of positive heroes of works of art.

The experiment was conducted in Stepanovskaya General I-III Level School, Emilchinsky district, Zhytomyr region. The pupils of the 1st forms took part in the experiment. The experiment included 3 stages: diagnostics of the level of formation of younger schoolchildren's moral values; based on the results obtained, the development of a set of forms aimed at developing the moral values of younger schoolchildren and its implementation in the experimental group; control stage – evaluation of the effectiveness of the developed set of groups.

Taking into account the almost identical dynamics of the development of desires of pupils in the experimental groups, we can conclude that the creation of special conditions for the formation of moral values has become the main factor in the development of altruistic orientation of children. If in the classes where the idea of cooperation was implemented, the largest percentage of personally significant altruistic motives of behavior in an imaginary situation were identified, then in the control classes socially significant motives predominate.

The level of positive and neutral attitude of pupils in experimental groups to their lives, peers and teachers is on average higher than in control groups.

There were differences in determining the average level of self-awareness development at the final stage of the experiment. So the pupils of the experimental group are dominated by confident-adequate most complete judgments about themselves, then in the control group – increased – critical or overestimated ideas.

Compared to the very beginning, when children just came to school, there were fewer children who were not ready to ask for help from peers. The creation of conditions for cooperation in experimental classes contributed to the formation of students' focus on mutual assistance, the values of friendship, kindness and independence, the ideal of a humanist and a worker.

The obvious advantage in the dynamics of the formation of the emotional and value sphere of younger schoolchildren of the experimental group relative to the control group allows us to talk about the lessons of the humanitarian disciplines aimed at the formation of moral values as the main factor of this process.

The application of volitional efforts to approved, desired behavior is a sign of the formation of values. Students of the experimental group showed varying degrees of Will to consciously take actions necessary for themselves or for the class. The positive dynamics of the formation of this component in experimental classes, as well as other components, allows us to judge the correctness of the theoretical provisions put forward in the work and their effectiveness in forming the moral values of younger schoolchildren in the lessons of the humanitarian disciplines.

The study of the features of the components of moral values of first-grade students has shown that in this area there are certain age-related trends and particular changes, which are directly affected by both spontaneous and purposefully created conditions for the experiment.

As a result of the research, we came to the conclusion that the positive dynamics of the formation of all components of the value sphere in experimental groups allows us to judge the correctness of the theoretical provisions put forward in the work and their effectiveness in the formation of moral values of younger schoolchildren by means of ethnopedagogics in the lessons of the humanitarian discipline. The prospect of further research is to determine the role of art in the education of moral values of younger schoolchildren.

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