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AESTHETIC EDUCATION OF PRIMARY SCHOOL LEARNERS IN THE NEW UKRAINIAN SCHOOL

Every child is an original creator. Children can and should develop good and healthy attitude to the world around. In general, the primary school children's aesthetic education is formed under the influence of various factors of the social environment. Artistic and aesthetic disciplines like music and fine arts don't occupy the first place in the basic component of general secondary education. This increases negative phenomena as misunderstanding of the aesthetic significance of artistic values, underdevelopment of the emotional sphere, the low level of aesthetic consciousness of students, their lack of true spirituality. The perception of beauty fills a child's life with interesting meaning, does its brighter. Our task as teachers to teach the children to understand the beauty of nature, that it must be valued and protected.

Problems of continuity in education and training of junior schoolchildren were discussed in the works of classics of Ukrainian and world pedagogy, in particular, K. D. Ushinsky, N. K. Krupskaya, Z. N. Borisov, O. K. Grivanov, A. G. Grishko, V. I. Konik. Regarding the experience of the formation of aesthetic culture, we can name the names of D. B. Kabalevsky, Sh. O. Amonashvili, D. N. Jolie, A. B. Shuba, and others.

Aesthetic education is a part of the educational process aimed at the development of a comprehensive, creatively active personality, who is able to perceive and transform reality according to the laws of beauty and solve all social problems, to form creativity, aesthetic taste.

The methodological basis of aesthetic education is ethics - the science of general patterns of artistic development of human reality, the essence and forms of reflection of reality and the transformation of life according to the laws of beauty, the role of art in society [4: 16].

In the schoolchildren's aesthetic education we use different sources: works of fine art; music; fiction; theater, cinema, television, circus; students' behavior and activities; nature; facts, events of public life; design of life [1: 292].

The new Ukrainian school is a key reform of the Ministry of Education and Science. The main goal is to create a school which will give its learners not only the knowledge, but also the ability to apply it in everyday life. The new Ukrainian school is a place where students enjoy going to and study. Here teachers listen to children's opinion, teach to think critically, not be afraid to express their own opinion and be responsible citizens. At the same time, parents also like to attend this school, because of cooperation and mutual understanding [5].

One of the priorities of modern primary education is the aesthetic child's development, because during this period the aesthetic attitude to the world is formed.

Aesthetic development is known as the ability to experience a special emotional attitude to the world around. In the course of aesthetic development, the child harmonizes him/herself and his/her own relationship with the world. The child does not reveal the utilitarian value of everything that surrounds him/her, but a sense of emotional and spiritual involvement in what is perceived, i.e, develops an aesthetic attitude to the world [3: 3].

In pedagogy, the structure of aesthetic abilities is defined, the constituent elements of which are [2: 38-40] receptivity, tastes, needs, activity.

To show the importance of the primary school learner's aesthetic a diagnostic examination was conducted, in Teterivska Secondary School of I-III degrees. Ten 1st grade pupils took part in the experiment.

Analysis of diagnostic results showed that 40% of pupils have a high level of development of aesthetic receptivity. The average level of development of aesthetic receptivity showed 50%. Also, 10% of the group showed a low level of development of aesthetic receptivity.

Observing the children's emotional reaction, we noted that 60% of surveyed children showed joy in the perception of pictures, 20% - admiration, 20% - disinterest.

Regarding the nature of the emotional reaction, it should be noted that mostly children showed sincerity (80%) and restraint (20%).

Observing the children's reaction to draw the world as they imagine it, we can talk about the development of aesthetic needs (the desire to create aesthetic creative products). Children (100%) showed a positive reaction to that task. Thus, we can say that primary school children have a strong need for the formation of aesthetic creative products. Assessing the pictures drawn by children, according to the criteria as independence, originality, the ability to plan their own activities, we can conclude about the ability of children to aesthetic creative activity. The analysis of the results of the evaluation of children's drawings showed that all children have independence during the task, originality can be traced in 30% of children, and 80% are able to plan their own activities. The generalization of the results of the diagnosis of the level of formation of aesthetic abilities in primary school children gives grounds to distinguish certain conclusions.

Children of this age have a desire to create aesthetic creative products. They are happy to join the activity, can work for a long time focused on creating a picture. However, there are some problems with the perception of paintings, the expression of their own feelings and justification of opinion about what is depicted in the picture. At present, originality in creating your own paintings is still underdeveloped. There is a need for systematic activities to develop the components of aesthetic abilities in beginners. We also developed guidelines for primary school teachers on the development of aesthetic abilities of primary school students.

Aesthetic education is a part of the educational process aimed at developing a comprehensive, creatively active personality, which is able to perceive and transform reality according to the laws of beauty and solve all social problems. An important means of aesthetic development is the fine arts. In the process of getting acquainted with works of fine art, the child develops not only the skills of their perception, but

also analysis. There are also significant changes in cultural and aesthetic development. This is the "supersense of art, the very process of aesthetic development as a moral education, which is mastered not as a list of individual authoritarian dictated norms, but as a consequence of a holistic worldview" [4].

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