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FORMATION OF PRIMARY SCHOOL PUPILS' WORLDVIEWS

At the present stage of development of Ukrainian society, the implementation of ideas of education and upbringing, the formation of the younger generation' worldviews is regulated by the National Doctrine of Education in Ukraine in the XXI century, the National Strategy for Education in Ukraine for 2012-2021 and a number of laws and regulations.

Analysis of psychological and pedagogical literature allows us to state that the problem of forming the pupils' worldview is given considerable attention, which is reflected in the scientific achievements of local and foreign scientists B. Badmayev, N. Lalak, I. Lerner, N. Ogurtsova, V. Rayatskas, I. Sysoenko and others.

V. Sukhomlynsky made a significant contribution to the development of issues of formation of pupils' worldview qualities in different age groups. Some aspects of worldview formation in the process of pupils' learning activities, value orientations, attitudes and worldviews were studied by G. Andreeva, A. Bodalov, G. Zaleski, I. Kon, L. Lipkina, T. Mukhina, A. Petrovsky, V. Yadov and others. The content and structure of the worldview were considered in the works of I. Lerner, E. Monoszon, N. Ogurtsov, P. Rogov, G. Shakirov, and others.

However, a review of the scientific literature states that the problem of forming primary school pupils' worldviews is insufficiently covered. In the scientific works the following questions concern: functions of pupils' worldview in the elementary school as characteristics of the person having a decisive role in formation of a way of life; mechanisms of interaction of the primary school pupils' worldview with other personal formations, which determine the vector of junior schoolchildren's personality development and other questions.

First of all, we want to clarify the essence of the concept "worldview". In the "Concept of national-patriotic education of children and youth" it is stated that in the formation of the spirituality of the individual a prominent place is occupied by the worldview as a generalized system of views on the world, its place in it, understanding the meaning of life [5].

S. Karpenchuk noted that the worldview is a generalized system of views, beliefs, ideals in which a person expresses his/her attitude to the surrounding natural and social environment. Being a generalization of knowledge, experience and emotional assessments, which reflect the features of human social life, its place in the historically competitive system of social relations, a person's worldview determines the ideological orientation of his life, activities and behavior. Worldview depends not only on the person's level of social development and belonging to a particular social class, group, but also on the peculiarities of a person's personal life, some specific conditions. In a broad sense of personal development, the worldview is determined

by the dialectical interaction with the social environment. The person's consciousness not only reflects external influences, but also represents the corresponding exciting force defining vital activity of the person [3: 217, 301].

According to S. Goncharenko: "The formation of the worldview goes through a number of stages in human development. ... The process of forming a worldview lasts a lifetime... » [1: 806-807].

The formation of the child's worldview involves the creation in his/her mind not only a holistic view of the world and person's place in it, but also the idea of person's attitude to him/herself, the formation of his/her self-esteem. It happens due to these ideas basic life positions and attitudes, the beliefs, ideals principles of cognition and activity, value orientations.

The modern school and its primary level, in particular, is designed to form children's worldviews on the basis of traditional national values of the Ukrainian people in the educational institution. Under such circumstances, the use of V. Sukhomlynsky's pedagogical heritage is of great importance in the educational process. Early school age is the age of formation of feelings and moral behavior, and worldviews. "To affirm in every child kindness, cordiality, sensitivity to all living and beautiful, - wrote V. Sukhomlinsky, - the elementary alphabetical truth of school education, school begins with this truth" [6: 19].

At the primary school age, there are significant changes in the perception of the environment when compared to preschool age. It is in the early school years that the behavioral component of consciousness begins to form rapidly, which is reflected in worldviews.

Primary school pupils are characterized by:

1. Enrichment of scientific knowledge, the ability to operate their own skills in connection with personal awareness of the picture of the world (nature, society and person him/herself with the mental characteristics);
2. Formation and development of own features, awareness of these features through mastering the ability to see yourself from the side (self-awareness);
3. Development and manifestation of reflexive features, which are determined by the formation of self-criticism, self-control and self-regulation.

The content and methodology of reading lessons based on the V. Sukhomlynsky's works play a special role in the formation of worldviews. Primary school children's experience of interpersonal relationships is limited by a narrow range of connections with the outside world. Reading works of art by V. Sukhomlinsky, who reveals the inner world of experiences, thoughts, dreams, expands the life experience of children, promotes their awareness of values, norms of behavior that are supported by society.

Primary school is a "School of Joy", a school of kindness, family comfort, mercy, constant communication and cooperation of family, teachers and children [4: 11] and it is aimed at:

- 1) development of natural abilities through a system of creative lessons (ethics lesson, fairy tale lesson, game lesson, dream lesson, integrated lesson, quiz lesson, research lesson);

2) the formation of spirituality as a personal quality through a system of educational activities (holidays, lessons on local lore, Ukrainian studies; calendar holidays, hours of communication, etc.);

3) teaching charity and education of sensuality through various activities.

Thus, the beginning of schooling is more important stage in the formation of worldview, laying the foundations of worldviews and means of knowing the world. At this age the effective development of feelings and regulatory mechanisms takes place, the child's holistic understanding of him/herself and the world around him/her develops. Therefore, a huge role in the development of primary school pupils' worldviews, the culture of their thinking and worldview rests with the school and, above all, the teacher.

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