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METHODS OF THE FORMATION OF NATIONAL VALUES AND IDEALS IN PRIMARY SCHOOL LEARNERS

In the Law of Ukraine "On Education", the purpose of education is defined as the comprehensive development of a person as an individual and the highest value of society, his talents, intellectual, creative and physical abilities, the formation of values and competencies necessary for successful self-realization, the education of responsible citizens who are capable of conscious social choice and directing their activities for the benefit of other people and society, enriching on this basis the intellectual, economic, creative, cultural potential of the Ukrainian people, raising the educational level of citizens in order to ensure the sustainable development of Ukraine and its European choice.

Actually, the idea of the New Ukrainian School envisages among the fundamental pillars of the education of the future, and therefore of the future of Ukraine, education based on values. Therefore, it is values that are the foundation of education and a condition for the formation of a person and society, which in their professional and everyday activities weigh moral and ethical and public interests.

In the works of Ukrainian psychologists M. Boryshevskiy, D. Vikonskaya, O. Kulchytskyi, Yu. Lypa, V. Moskalts, Yu. Rymarenko, I. Sikorskyi, B. Tsymbalyuk, D. Chyzhevskiy, M. Shlemkevych, V. Yaniv, Yarema and others the national idea, spirituality, democratic principles of education and upbringing, humanistic values are deeply reflected.

S. Anisimov, I. Bekh, M. Boryshevskiy, O. Vishnevskiy, V. Lutai, O. Sukhomlynska substantiated the general philosophical and psychological-pedagogical provisions about the essence and significance of values in the educational process; about national values as sociocultural and spiritual norms of the ethnos - L. Alimova, M. Yevtukh, V. Kuz, Yu. Rymarenko, Z. Sergiychuk, D. Thorzhevskiy, S. Shevchenko. Many teachers of today worked on the problem of formation of national values, among them: V. Dovbyshenko, P. Drobyazko, R. Zakharchenko, P. Ignatenko, V. Kayukov, V. Kuz, I. Martynyuk, Yu. Rudenko, Z. Sergiychuk, M. Stelmakhovich, B. Stuparyk, E. Syavavko and others, who laid the historical and cultural heritage of the people in the basis of the content of national education.

All this requires from the modern school new scientific and practical approaches to the problem of the formation national values in students, which involve improving the content, forms and methods of the educational system, first of all, through the involvement of schoolchildren and their parents in Ukrainian folk customs, rites, traditions, studying

the history of the native city, the country, the study of the nature of our region and the peculiarities of the life of our people.

According to this, the purpose of the article is to describe effective ways and conditions for the formation of national values of primary school learners.

At primary school age, it is important to form a child's ability to recognize himself as a member of the family; family, children's group; as a student, city or village resident; to cultivate in her love for her native home, region, street, her country, its nature, native language, way of life, traditions.

In primary school, social and civic competences are key, interdisciplinary and integrated through all educational fields and aimed at the socialization of the individual, the acquisition of civic qualities, and compliance with social norms and rules.

National values are a system of positive formations of significance that manifests themselves in the field of subject-object relations, are perceived by the ethno-political community as a complex supra-ethnic combination of ideas, concepts, ideals, stereotypes of thinking and behavior, are assimilated by them in spiritual and practical activities due to the need and the will to their protection and multiplication, which, in turn, determines the formation of a spiritual community and mutual perception of ethnic subjects, even if there is no direct connection between them [1, C. 44–45.].

The values of the Ukrainian people include: material monuments; Ukrainian language; Ukrainian musical art; the Ukrainian national idea, national self-awareness, national dignity, national character, historical memory, patriotism, the Constitution of Ukraine, state and national symbols, the national anthem, national culture (traditions, customs, rites, folklore, art, etiquette, everyday life), religion, health of citizens [3].

In the formation of national values of primary school learners, the means of ethnology (oral folk art, music, rituals, surrounding nature, domestic life, national symbols, etc.) can play a significant role, which involve schoolchildren in humane relations with people, contribute to awakening in them a sense of national dignity and of national pride, form a national self-consciousness that expresses the spiritual and moral principles of the people, its humanistic ideals. However, although the content of the curriculum for primary school is being improved today, it is filled with valuable ethnographic tools, for example: the musical art program includes Ukrainian folk songs, dances and games, which were not previously included in the programs, in the approximate musical repertoire, the fine arts program is supplemented with new ones topics, such as "Ukrainian holiday", "The image of the native land in art" and others, teachers do not apply them to the full extent during their lessons, do not realize their uniqueness, depth and effectiveness, giving preference to general didactic ones. Teachers formally conduct national holidays, which the program requires them to do, without deeply immersing themselves in the rich Ukrainian culture, so children do not develop national values, but only fragmentary knowledge about their people appears. For the effective formation of national education of elementary school students, there are: students' perception of knowledge about Ukrainian culture; the teacher's use of the emotional-aesthetic background in ethnology lessons and in extracurricular time; creation of situations of emotional experience by students of

pedagogical attitudes towards mastering national values, awareness of knowledge about national Ukrainian culture, orientation of the child towards positive results of activities related to the assimilation of certain national values in the family and at school.

Since imaginative thinking dominates in children at a younger age, the following forms of activity are most characteristic: situational role-playing game, plot-role-playing game, play-dramatization, staging, game-conversation, game-travel, excursion, game exercise, collective creative panel, conversation, thematic notebook, morning, holiday, oral journal, group work, album design, imaginary journey, contests, games, politeness school, demonstration, story, modeling, quiz, excursion, exhibition of drawings, operation-raid, exhibition-fair, call for messages, charity event, minutes with art, observation hour, pampering hour, sports competitions, Cossack parties, theater performance, puppet theater, keeping the chronicle of the class team, fun starts, relay races, caring for plants and animals [5].

It is suggested to practice conducting educational hours in the form of: meetings with volunteers, participants in hostilities, master classes with the participation of children and parents on making souvenirs for soldiers of the Ukrainian Army.

So, it is appropriate to implement educational projects: "Native land, where we live, we call Ukraine", "Me and my family", "My little homeland"; to conduct thematic educational hours, conversations on the following topics: "Glorious Ukrainians", "There is no translation for the Cossack race"; to hold contests of drawings and charms, to organize the writing of letters and drawings to ATO soldiers.

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