

Actual Approaches to the Formation of Value Worldviews of Primary Schoolchildren

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Abstract: *The article deals with the problems of the formation of value worldviews of primary schoolchildren in modern society. It substantiates its relevance in the context of the cultural development system in the educational process. The essence of the development of a child's personality is characterized not only as a process and result of qualitative and quantitative changes, but as a goal and result of cognitive and moral development, the process of its "cultivation" in human culture.*

Keywords: *educational sphere, continuity of generations, value worldview, value attitude, primary schoolchildren, primary school.*

INTRODUCTION

Turning to the problem of the peculiarities of the formation of a value attitude to social reality among primary schoolchildren, it should be noted that this age is a stage of intensive development and qualitative changes in the process of cognition: there is a mediation, awareness, and arbitrary assimilation of information. With the beginning of regular schooling, significant shifts occur in the development of the child's attention. At a fast pace, voluntary (volitional) attention is being developed, which forms the basis of all acts of self-control and self-regulation. Primary school age is a memorable, eventual part of the personal formation. It is the period that is characterized by a significant activation of the processes of socialization: a relationship is being established with the main ontological components: the world of people, the natural and objective worlds. The child joins the culture, humanistic values, which are based on moral feelings and knowledge. Primary schoolchildren face the prospect of broadening and expanding of knowledge that goes beyond personal experience (L.S. Vygotsky, A.V. Zaporozhets, A.N. Leontiev, D.B. Elkonin, and others), which is the favorable fact for the formation of a value attitude to others and to the development of the social ideas, cultural life and of their own people. At the primary school stage, such qualities as:

- the ability to perceive and interpret mood, emotions of adults and peers, the ability to show empathy;
- the awareness and adequacy of responses to a positive and negative attitude on the part of people;
- positively colored communication with peers based on forms of conflict-free interaction act as indicators of the formation of a value attitude to the social and communicative levels, which reduce the risk of an unsuccessful result of the process of adaptation to social reality (Amonashvili, 2012).

In the modern world, children have an “illusion of freedom”, which involves the revision or rejection of various kinds of taboos, especially in the areas of virtual reality and the transmission of information, and at the same time, a decrease in adult authority. A child, unlike previous historical periods, remains in the world of childhood, and feasible home and family cares, social and state issues pass him by. Protecting children from the problems that adults face, deforms the process of socialization, which, accordingly, affects the formation of personality. Replacing the objectively existing forms of socialization with the means of origin from virtuality weakens the close relationship between the parent and the child, leads to isolation and closure on children's existence. As a result, the consciousness of children undergoes primitivization, consolidation of aggressive communication models, bitterness, cynicism, which are only an external manifestation of phobias, loneliness, insecurity, lack of understanding and acceptance of one's own future.

In addition, the educational process puts forward significant requirements regarding the storage of information by the child. This aspect leads to the appearance of an impressive number of problems that require the solution of special tasks aimed at working out data storage, reproducing them, and working out various types of memory. The analysis of the content of the attitude and relationships that are embedded in the training material helps to increase effectiveness and efficiency. The process of memorization, implemented based on this analysis, is the basis of “high-quality, good memory” that is formed in children of primary school age. The gradual increase in the complexity of educational tasks, the increase in the volume of material for independent reading, the strengthening of the field of knowledge, communication

with peers help to expand the scope for the imagination of the child, the implementation of qualitative changes for its disclosure at a different level.

The acquired knowledge is the basis for the formation of the thinking process. Various phenomena and concepts that a child of primary school age is acquainted with contribute to the expansion of various fields of knowledge, the inclusion of new content, which leads to the development of complex forms of mental activity: synthesis, analysis, generalization, abstract thinking, reflection, independent detailed planning, theoretical thinking and, including hobbies. At the same time, the Federal State Educational Standard of Primary General Education (2009) puts forward specific requirements for the effectiveness of the learning process and the implementation of the basic educational program of primary general education, among which are:

a) personal, suggesting the desire and ability to engage in self-development, formalized motivation for learning and learning, the presence of values that reflect the child's personal point of view and internal qualities, awareness of their civic identity;

b) meta-subject, implying the assimilation by primary schoolchildren of universal educational actions (cognitive, communicative, regulatory) and the process of assimilation of skills, representing the basis of the ability to learn and operate with meta-subject categories;

c) substantive, regulating the application of the acquired knowledge in a practical plane, to obtain new information, its understanding and inclusion in the toolkit of activity (The Federal State Educational Standard of Primary General Education; Reezigt, 2005).

Based on these criteria, it is necessary to consider in detail the features of the formation of the value attitude to social reality of primary schoolchildren. Some features are worth mentioning characterizing this age period. As L.S. Vygotsky noted in his work, the starting point is the "crisis of 7 years", during which the child begins to realize his own role in the world, that L.I. Bozhovich figuratively called the birth of a "social I" (Vygotsky, 1999). I.P. Podlasiy points out that it makes sense to talk about the child as a person of primary school age, as he can evaluate himself and his behavior, including comparison himself with others. A primary schoolchild is open to everything new, his speech is at a level that allows him to perceive information, draw conclusions and generalize, which is realized not only in educational activities, but also in the framework of daily communication. Also, the child can regulate his behavior according to the situation and distinguish between simple categories: "good / bad" (Podlasiy, 2008). Thanks to the changes in the anatomical nature, the primary student acquires great opportunities in fine motor skills, which is associated with the development of small muscles in the hands, and muscle strength increases compared with the previous preschool stage, but growth does not change as intensively as in the next teenage.

The nervous system is also undergoing changes. In particular, the development of the cerebral hemispheres of the brain and its mass increase to almost equal to that of an adult, the analytical and synthetic functions of the cortex, as well as mental processes in general, are complicated. However, despite the tendency to equalize the proportions of the processes of inhibition and excitation, the latter remains dominant. The need for cognitive activity of a primary schoolchild is realized as part of the learning process, and a significant proportion of the communicative potential which is revealed in the conditions of an educational organization. In its turn, the processes of perception should be characterized as unstable, unorganized

and at the same time as impressionable, subject to influence. The poorly developed mechanisms for analyzing the received information are compensated by a vivid emotionality, which often acts as the key to the pedagogical impact on the personality of a primary schoolchild. Also, a distinctive feature of a child of this age is the limited attention, since it is limited both in time and in digestible content, which affects the nature and form of presentation of the material. At the end of primary school, this function, as well as the process of perception, is enhanced, which is primarily associated with the development of a value-based attitude to educational activities, in the framework of increasing responsibility to oneself.

Describing the thinking process and the memory of a primary schoolchild, gradual transition from emotionally-figurative to abstract-logical is worth pointing out, in connection with which there is a specific presentation of material that should reflect not only an informative component, but also be interesting, specific, accessible, visual and bright in a characteristic way. As I.P. Podlasiy noted that the thinking processes of a child of this age undergo changes in interconnection with speech, which is reflected in the expansion of the active vocabulary, which is gradually increasing to 3,500-4,000 words. The skills of oral and written presentation of thoughts play a significant role in these changes, as well as the intensive development of memory (Podlasiy, 2008). The personality of a primary schoolchild undergoes changes under the influence of social reality: firstly, through relationships with peers, parents, teachers, various social associations, as well as in the process of educational and creative activity. The emotional mechanisms are being updated in relation to society and its place in it, skills of behavior are acquired which are adequate to a specific situation, and the formation of a value sphere takes place. However, the motivation and the will of the primary schoolchild is still inferior to his desires and interests, since goal-setting and the ability to predict the results of his activities are not sufficiently developed, which is also partially observed in adolescence and requires the attention of the teacher.

This factor is reflected in the child's self-esteem, since the assessment of the results of his activities at home and in the educational organization often differ, which is perceived by the child as an internal conflict and tries to resolve it by choosing between high self-esteem and underestimated. I.P. Podlasiy singles out the following structure of the formation of a value attitude among primary schoolchildren:

- the formation of a comprehensively developed personality;
- the development of moral, based on universal values, qualities of the child;
- the familiarization with the values of scientific knowledge, culture, art;
- the promotion of the establishment of a personal position on various issues based on democratic values, respect for human rights and understanding of their own duties;
- the promotion and development of the abilities, interests and hobbies of the child;
- the promotion of personal and socially oriented activities;
- the manifestation of the communicative potential of the individual as one of the most important socially significant functions of the individual (Podlasiy, 2008).

T. Makiguchi defines the goal of the value education system as reformatting a person's natural personality into a sophisticated and culturally complex person. The teacher sees the formation of people who can build the most ideal society as the result of this process. Moreover, the goals pursued by society should correspond to the goals of the individual for personal growth, but this does not imply the creation of one means of the first to fulfil the needs of the second and vice versa (Reezigt, 2005).

T. Makiguchi believed that the problems in the field of education should be resolved, firstly, for the sake of the happiness of the child. This humanistic ideal prompted him to write the work "The Pedagogical System of Creating Values", where the search for ways of changes in this educational field is based on experience, practice and knowledge gleaned from scientific research. "Happiness" is the word that fully and accurately expresses the unhindered pursuit of "cultural life," which is the goal of education. T. Makiguchi has conclude over the past decades of his life that happiness is the most realistic, simple and aptly overtakes the life goal desired by man.

At the same time, the teacher delimits happiness and pleasure: the first word is defined by the term, which he called "the most immediate and important issue of everyday life" values (Reezigt, 2005). Based on the work of E. Durkheim, T. Makiguchi supports the idea that education should be understood as a process of socialization: the development of a child's qualities and abilities necessary for life as a member of a society capable of contributing to it. Also, the researcher considers people as social creatures by nature, emphasizing the importance of social relations and interaction as necessary conditions for the growth and development of the individual. Similarly, K. Kumagai argues that the purpose of education should be consistent with the interests of individuals and the society that they form. The goal to which the person strives is happiness; accordingly, it should be the goal of society. Therefore, primary school is also the first step on the path of building happiness not so much as achievement. The presented point of view is based on the synthesis of a universally recognized position: education should be a support to a person on his life path and the thesis of I. Kant, which states that happiness is the goal of life, that which a person instinctively seeks. It is worth noting that this concept is based on a belief proclaiming a person. Namely, his life and rights are the highest values, which are universal regardless of national, religious, age, gender and other contexts. This approach to educating a value attitude to social reality is opposed to the philosophy of abstract and purely theoretical education.

CONCLUSIONS

Considering the most important, urgent problem of training and education in modern society, the work of a teacher with primary schoolchildren will be implemented in practice through a joint study of daily classroom experience, phenomena, events and relationships between people. And, based on the life factors that a primary schoolchild personally faces that differs from the statement of facts while studying educational literature. And the main assistant here is the teacher as the main mentor of the primary schoolchild. So, the role of a modern teacher combines his own experience and the process of value education, synthesis and justification of clear principles for the formation of values of social reality that can be experienced in everyday work, which is an important task for educational practical works.

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