

FORMATION OF THE WORLD VIEW OF CHILDREN AGED 5–8 YEARS

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Summary

The article is devoted to the problem of the world's view formation of children from five to eight years old, the urgency of the problem of the formation of the world's view formation of children of senior preschool age and primary school age is revealed, the essence of the concept of "world view" as a component of the multilevel structure of the world view is determined. Preschool age is the basic period of the formation of the child's personality, the formation of their worldview. The constantly growing requirements for the content and organization of education and upbringing require new, more effective approaches to the formation of the personality of older preschoolers and younger students.

Development programs for children of senior preschool and primary school age orients teachers towards the introduction into practice of a holistic approach to the development of a child's personality: viable, flexible, conscious, creative. And the foundation of the new model of the organization of the child's life is the development of their personal culture, it begins, first of all, with the perception of the world. Therefore, in solving these problems, the problem of forming the foundations of the worldview of children and primary schoolchildren is of particular importance.

The features of the formation of the worldview foundations of children of senior preschool age and primary school age are considered. Studies of the problem raised are analyzed. The key concepts that form the substantive basis of the research are characterized.

Keywords: worldview, outlook, self-awareness, image of the world, world picture

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Introduction

One of the key directions of reforming modern Ukrainian education is the integration of approaches to building the content of the educational process, which is due to the need to form systemic thinking of children, a holistic world picture. A child is able to navigate in the environment, to act effectively in it only because it constantly receives information about the world in which it lives with the help of its senses. The objective need of the Ukrainian society for innovative educational practices actualizes the problem of forming the worldview foundations of children of senior preschool and primary school age.

Research analysis. The theoretical analysis allows us to conclude that in the domestic and foreign psychological and pedagogical literature, the problem of the formation of worldview foundations of children 5–8 years old is not sufficiently studied, there is no single approach to determining the structure and potential of this process. The peculiarities of the formation of the worldview of children of preschool and primary school age are presented in scientific modifications by I. Belaya, G. Burmenskoya, E. Nefedova, L. Shelestov, N. Shishlyannikov, T. Shmeleva, psychological characteristics of life experience and worldview of young school age are studied by Sh. Amonashvili, L. Bozhovich, I. Kudaev, A. Lyublinskaya.

The purpose of the article is to actualize the problem of forming the worldview foundations of children 5–8 years old.

The main text

A child's cognition of the world around him must begin with an idea of her through her communication with nature, with her living contemplation and with an emotional perception of natural phenomena. Learning about nature, children 5-8 years old have the opportunity to perceive the world around them holistically. Each child has his own individual world, which depends on his own perception, on his attitude to the perceived, her assessment of the phenomena of the surrounding world. The study of philosophical and psychological-pedagogical literature made it possible to clarify the essence of the concept of "worldview".

In psychology, the concept of "perception" (perception, from Lat. *Perceptio*) is defined as a cognitive mental process, consisting in the reflection of objects and phenomena by a person, in the aggregate of all their qualities, with a direct impact on the sense organs (*Gering, 2004*). The scientific category "perception" is also interpreted as a complex process, during which information about individual properties of an object is combined into a sensory image and interpreted as information generated by objects or events in the environment (*Chepa, 2010*).

It is important to note that the concept of "perception" is a holistic reflection of objects, situations and events, arising from the direct impact of physical stimuli on the receptor surfaces of the sense organs, as a result of which a perceptual image is created.

According to E. Nefedova, the perception of the world is a personal state that determines the readiness to carry out worldview activities, expressed by interaction with the environment on the basis of ideas about the world and about oneself, social norms and values (*Nefedova, 2006*).

In the understanding of G. Kondratenko, "perception of the world" is a component of the multilevel structure of the worldview as a holistic, sensory-figurative representation of a person about the environment, which determines its relationship with the world (*Kondratenko, 2007*).

A person's worldview is formed not only with the help of certain beliefs or impressions, but also on the basis of their own life experience. As L. Obukhova notes, individual life experience is a child's holistic idea of nature, social environment, people, culture, a set of vital-semantic knowledge about the world that determine her image of the world, on the basis of this knowledge a habit of addressing is developed (*Obukhova, 1995*).

N. Gromova notes that the image of the world, in addition to the system of meanings and images is also characterized by the child's own attitude to the world around him, the vision of himself and his role there, which leads to the appearance of such emotional states as pleasure or conversely, disappointment (*Gromova, 2008*).

The children's world picture, according to A. Kononko is a set of ideas of a growing personality about the natural world, a man-made world, people around, themselves and their place in life, which regulate behavior and activities in a manner typical of its culture. The researcher identifies the following aspects of world picture as: completeness – particular, harmony – disharmony, clarity – schematic, width – narrowness, adequacy – inadequacy of the child's ideas about the world and himself there. The modern world picture determines the field of cognition and activity of a growing personality is constantly expanding, becoming more complex, becoming more diverse.

The general world picture of a growing personality according to A. Kononko, consists of four main "plots", "child and nature" (the nature of the planet Earth and the nature of Cosmos), "child and the man-made world" (everything that is created by the hands of people, their mind,

talent and constitutes a cultural heritage), “a child and other people” (different in age, sex, kinship, attractiveness, occupation, social status ...), “the child is his “I” (external and internal) (Kononko, 2010).

Yu. Schwalb notes that the world picture is not built from scratch every time, but it is built on top of the already formed “core” (Schwalb, 2010).

On the basis of a holistic world picture, the child’s worldview is formed, it will later become the basis for the child’s worldview as a reflection of the child’s inner view of light in its integrity, diversity; awareness of the meaning of the world in your life; the ability to see the main thing in him, to feel, to consider, to discover all its main “plots”, to enrich his life ideas, impressions, experience; to understand the meaning and value of the world, the meaning of oneself for the people around, in order to navigate correctly in it, find one’s place, and solve problems constructively.

A. Kononko identifies four successive stages in the child’s acquisition and assimilation of information about the world around him and himself: the acquisition of knowledge about life, nature, objects, works of art, the role and activities of man, norms of behavior, basic values, and likes; mastering experience, positive or negative emotional-rational attitude to a certain value, its acceptance or rejection; the formation of a conscious attitude, which means the willingness to act in accordance with certain values (the basis of belief); the emergence of an incentive to action, the readiness to make volitional efforts, an elementary form of an active life position (Kononko, 2010).

The world picture is a kind of result of the child’s cognition, as a result of which a certain model of the structure of the surrounding world is formed in the mind of a preschooler, and the formation of world picture is an important condition for the harmonious entry of a growing personality into the complex wide world around. The world picture is characterized by integrity, on the one hand, as a vision of connections and dependencies between objects and phenomena of the surrounding reality, and on the other, as an opportunity to see the world in its various aspects: from the point of view of certain scientific facts; knowledge of the world through images; cognition through relationships.

In the structure of the world picture L. Shelestova distinguishes three components: cognitive (awareness of the laws of the world in the unity of four worlds: nature, culture, society and one’s own “I”); emotional-value (awareness of one’s own moral / immoral orientation in relation to the world) activity (the ability to regulate one’s own behavior in accordance with one’s own worldview and moral / immoral orientation in relation to the world) (Shelestova, 2014).

A 5–8 year old child has not yet formed a worldview as an integral harmonious system of views, relationships, understanding of the surrounding social and natural world, personal “I” (Yakimenko, 2017).

Therefore, in our opinion, it is more appropriate at this age stage to form the foundations of the world perception as a process of cognition and comprehension of the world, including the conscious and unconscious in its psyche and behavior. An essential ability of the child, it allows you to distinguish yourself from the world around you, to realize yourself and find your place in the world of self-awareness (Obukhova, 1995).

The child’s cognition to himself creates what we call self-consciousness and includes consciousness, but is not a mechanical sum of the latter, since it contains what constitutes it. Self-awareness is higher than consciousness. Spiritual and creative unification of consciousness and self-awareness forms the child’s worldview. Elements of consciousness (knowledge of the surrounding reality) are present in the worldview in a systematized and generalized form, and self-awareness (awareness of this knowledge and oneself, one’s “I”) organically fits into the system of one’s own knowledge (Yakimenko, 1992: 9).

As D. Feldshtei notes, the child's consciousness reflects the influences of the external world in the form of feelings, thoughts, motives, manifestations of will, which form a certain attitude to the surrounding reality, facts and phenomena of life. Perceiving the initial information from the surrounding world and society, the child expresses it through his own perception of the world (*Feldstei, 1989*).

The worldview has an activity nature, being a personal state, which determines the readiness of a person to interact with the natural and sociocultural environment on the basis of existing ideas about the world around him, other people, about himself and his activities, social norms and values. The process of the formation of the child's worldview occurs as a change in time in the way the personality interacts with the environment and it is due to the growth of the child's subjectivity. The purpose of the process of forming the worldview of a 5-8 year old child is to create the prerequisites for increasing subjectivity in its interaction with the natural and sociocultural environment. Since the age period of 5-8 years corresponds to senior preschool and primary school age, it is the content of preschool and primary education that provides children with a holistic knowledge of the world, their assimilation of social norms and values. Let us consider the features of the worldview formation of children of senior preschool and primary school age (grade 1–2).

According to I. Bila, from a psychological and pedagogical point of view, the importance of the preschool period of the formation of the world perception is difficult to overestimate, since during this period the image of the world is intensively constructed and built from those elements, images that the child, accompanied by an adult, perceives, assimilates and accumulates in his worldview deposit. Preschool education, which is compulsory today, aims at shaping the child's personality, developing a positive outlook, gaining social experience, maintaining and strengthening the physical, mental and spiritual health of the child (*White, 2016*).

Preschool age is the basic period of the formation of the child's personality, the formation of his worldview. A preschool child begins to perceive the world around him based on the impressions he receives from communication with adults and his immediate environment, accepting certain qualities of the environment to which he gets used to, in which he grows and shows interest in the activities that dominate in this environment. Thus, the child gradually builds up her own prism of perception of the world, which allows him: to see everything around from a certain angle of view, build images, choose visual structures among them priority ones, which determines his worldview, outlook and, finally, life path.

According to A. Kononko, the dynamics of the development of a preschool child as a person is associated with a change in his attitude to the surrounding reality and to himself. Each change is a new stage in the development of his consciousness and self-awareness and is associated with how the child identifies himself and compares with the world around him (*Kononko, 2013*).

In particular, the author notes that a picture, or image of the world, is a reflection of the child's inner view of the environment and himself, directly connected with the system of its values, with what is of particular importance for him has acquired a personal meaning (*Kononko, 2009*).

According to the research results, V. Rusevich asserts that the "I" image is already a more or less permanent personality neoplasm of a 5-6 year old child (*Rusevich, 2009: 145*).

I. Kondrat believes that in the practice of preschool education institutions, the possibilities of an integrated educational space are not realized, which is favorable for the child's understanding of the interconnections and interdependencies available at the age and therefore an effective way of forming a holistic picture of the child world. Therefore, there is a need to develop

integrated tasks of cognitive and cognitive-creative content, which would provide for the development of cognitive independence of children and provide them with the opportunity to convey their life impressions in different ways – verbal, artistic-figurative, etc. (Kondrat, 2013: 6).

Important scientific principles of the Basic component of preschool education are the formation of ways of knowing the preschooler, understanding and reflection of the internal (mental) and external (Universe) world picture. Each child builds his own “prism” of the worldview, which corresponds to social life, the life of a child living both in a preschool institution and in a family circle (Bila, 2013).

The more emotional, the brighter the child’s entry into the system of relationships with the surrounding reality, the more productive the process of forming a 5-6 year old child’s worldview will be. I. Kulikovskaya, exploring the peculiarities of the worldview of preschoolers, notes that knowledge acquires value for a child when it is built into a holistic world picture – like a map on which the child is guided (Kulikovskaya, 2004).

The worldview formation of a younger student in the educational process is due to the peculiarities of his life experience, the dialogical interaction of all subjects of the educational process and the integration of humanitarian and natural science knowledge in the content of education. A characteristic feature of primary school is the practical orientation of the content, the integration of knowledge, which makes it possible to take into account the defining feature of younger students better – the integrity of the perception and development of the surrounding reality. The knowledge of the laws of nature by the younger schoolchild and the explanation with their help of the surrounding world, human life coincides with the child’s natural desire to explore his life world and its practical development, to communicate with the world, to design, create a product of activity as a way of self-realization, self-expression.

In elementary school, the child perceives the world in unity, learns his life world in accordance with his age characteristics. “The consistent assimilation by a schoolchild of an integral system of knowledge about a person and the world around them provides for the deepening of ideas about reality by concretizing already acquired knowledge and their subsequent generalization of a new content and level, fully corresponds to the cognitive capabilities of primary school children” (Yakimenko, 1992).

Based on the concepts of psychologists I. Bekh, L. Vygotsky, V. Zinchenko, E. Morgunov, the school should be a school of holistic thinking, a school for the development of a child’s intellect (Bekh, 2002; Zinchenko, 1994).

According to N. Borytko, and Kolesnikova, V. Serikov “the worldview formation of a younger student in the educational process is productive, provided a holistic approach to this process” (Borytko, 2000; Serikov, 1999).

According to A. Nefedov, the formation of the worldview foundations of a junior schoolchild occurs naturally at three interconnected stages: superficial, realistic and holistic, each of which enriches the younger student with different ways of worldview and hierarchical subordination of which opens up prospects for seeing the world from different points of view and is the basis for a holistic multifaceted worldview. Methodological support of the educational activity of a younger student in the context of the formation of his worldview is reflexive methods that induce him to think about himself, his activities, and comprehend the existing life experience; interactive methods aimed at the interaction of all participants in the educational process and design methods aimed at designing, creative modeling of worldview situations by the child of his own activity (Nefedova, 2006).

The success of the child’s formation of his own world picture around him and of himself depends on how organic the help provided by the adult to the child in “fitting” the world, which

is constantly expanding, in its small life experience, experiences and feelings causes the child to enter a new world, will be (Kononko, 2009).

Conclusions

Consequently, the formation of the worldview foundations of children of 5-8 years old is a complex integrated process of cognition of the surrounding world and their own attitude towards it, the result of which is the formation of the worldview foundations of the child's personality. Prospects for further research are the theoretical definition of structural components, criteria and indicators of world view of children 5–8 years old.

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