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## **PECULIARITIES OF FORMATION OF NATIONAL AND CULTURAL IDENTITY OF PRIMARY SCHOOLCHILDREN DURING THE LITERARY READING LESSONS**

**Anmerkung.** *The study reveals the features of the formation of national and cultural identity of primary school children during the literary reading lessons. National and cultural values of primary schoolchildren are laid down in the lessons of literary reading with the help of explanations, stories, discussions, role-playing games, ethical conversations. Lessons of literary reading are the most effective in the formation and development of the qualities of a child-reader capable of independent reading, creative activity. They fow to successfully carry out speech, literary, intellectual development of the junior schoolboy. At the same time, the teacher should choose such forms and methods of work that will enhance the cognitive and emotional sphere of students, involve them in dialogic interaction with the text and selfexpression in creative activities based on the read work of art. The study concludes that children read, analyze and discuss the behavior of the characters in the works, which raise in a form accessible to them questions of justice, honesty, camaraderie, friendship, loyalty to public duty, humanity and patriotism.*

**Key words:** *national and cultural values; national and cultural identity; primary schoolchildren; literary reading.*

**Relevance of research.** One of the main tasks of a modern school is the formation of children's national and cultural identity. As already mentioned, national identity is fundamentally connected with culture, with its values and moral guidelines for life. In the process of life, the community produces its own cultural codes, which are the sign of symbolic existence of the nation from its inception as a separate, not yet established community of people to the present state.

Each national culture is an original world of life, it encodes the way of worldview and worldview of the nation, in this sense, it contains the original worldview of the people. National culture is the code that reveals the secret of the nation, creates a portrait of the people, which uniquely reflects all their experiences. National culture is a symbolic world created by an ethnos in accordance with its needs, values, ideals, and the way of life. Everything that was important, significant in the history of the community, that contributed to the unity of the people, all its ups and downs were embodied in culture. The culture of the nation is the connecting link between the past and the present, the guarantor of the national future.

Today it is becoming obvious that any violations that occur in modern society, such as the lack of culture of behavior, the lack of its moral norms, negatively affect the moral and emotional state of the population, its physical and mental health, thus moral education is greatly destroyed. Ukraine has an extremely rich heritage of ethnic traditions, rituals, customs, arts and crafts, and national cuisine. All this is an inexhaustible source for festivals and holidays, craft fairs and other various events that not only educates the younger generation in the national spiritual tradition, but attracts tourists, stimulates creativity, and ultimately forms a bright image of Ukraine, where life is interesting, diverse and attractive. The only alternative and the only possible way in the conditions of ethno and cultural diversity is the way to the formation of an integrative model of national culture in Ukraine, when different ethno and cultural identities do not isolate themselves, do not push each other to the periphery, but participate directly in the nation building process. In the relationship of peoples, ethnic groups, cultures in one area you need to see the prospects for the development of each of them. Only under such conditions it is possible to live with "others"

on the basis of tolerance, morality, humanism; the attitude to another ones as to “the value” is decisive factor of the process.

#### **Analysis of recent research and publications.**

Most scholars (I. Bekh, A. Kuzminskyi, P. Shcherban, etc.) consider the formation of national and cultural identity of primary schoolchildren as one of the most difficult, because the object of work is the subtle areas of spiritual life of the individual, namely the formation of mind, feelings, will, convictions, self-awareness. These spheres can be influenced only in the same way with the mind, feelings, will, beliefs, consciousness [1, p. 106]. The personal approach to pupils acquires great importance, because it is crucial in the formation of national and cultural identity of primary schoolchildren. After all, children of this age category are characterized by a special sensitivity to national and cultural norms, such as the culture of behavior, communication and relationships. The formation of national and cultural values becomes important when the teacher combines skillfully methods, forms and means of national and patriotic education. One of the ways to reform the content of general education specified in the State National Program “Education: Ukraine of the XXI century” is “the formation of national and cultural values, starting with early family education” [5, p. 7].

That is why the priority of modern humanity is universal humanistic values. The criteria of these values are not only the idea of such national and moral qualities as benevolence, respect for human dignity, mercy, kindness, humanity, tolerance, decency, the ability to forgive, not to do evil, but also practical actions, deeds, motives, incentives and intentions. people. “Of particular importance in moral regulation is the formation of each individual's ability to determine their own line of conduct without external control, based on such ethical categories as conscience, self-esteem, honesty.

The great basis of this important work is the national-patriotic education, which should be based on the principles of humanism, democracy, unity of family and school, continuity and succession of generations” [5, p. 7]. For national and patriotic education to be successful, primary school teachers have to develop the spirituality of

younger students, their physical and moral perfection. The State Standard of Primary Education (2018) states that the applicant of primary education, in the field of language and literature education, expresses thoughts, feelings and attitudes, interacts with others in writing and in real time, adheres to the norms of literary language [6, p. 4]. Therefore, we, as primary school teachers, should enrich the emotional and sensory experience of younger students in the educational process. The theoretical foundations of the formation of national and cultural identity of the individual are covered in the fundamental works of V. Sukhomlinskyi [17; 18]. Moral violations of junior schoolchildren, according to V. Sukhomlinskyi, are selfishness, indiscipline, cruelty, ingratitude, meanness. It is necessary to get into the inner world of the junior schoolchildren, to understand the reasons which have caused evil, to find keys to correction of defects [18, p. 136]. Social and economic transformations taking place in our country make us think about the future of the Motherland and the young generation that was destined to live in it. Often the media and the child's environment have a negative impact on him. Under the influence of various information, children often make the wrong moral choice between good and evil, love and hate, compassion and cruelty. That is why the education of the moral qualities of the child, from an early age, becomes an urgent social and pedagogical task. In the context of competence education, the effective solution of the problems of moral education today requires the search for new ways or rethinking the already known ones. The concept of the “New Ukrainian School” (2018) emphasizes that the educational process will be an integral part of the educational process and will focus on universal and national values, including moral and ethical (dignity, honesty, justice, care, respect for life, respect for themselves and other people) [13, p. 121]. Therefore, a key educational element will be the example of a teacher who is designed to interest the child through works of art, which are the most effective means of forming the national and cultural identity of the younger generation.

**Formulation of the purpose of the article.** The purpose of our article is a theoretical substantiation of the peculiarities of the

formation of national and cultural identity of junior schoolchildren in the lessons of literary reading.

#### **Theoretical foundations of the study**

Observing the educational process, we can see that the lessons of literary reading have a special role in shaping the national and cultural identity of schoolchildren. Working on the examples of art helps to expand the life experience of primary schoolchildren, to master the main moral laws of mankind and to expand the intellectual development of children of this age group. The modern content of education in Ukraine is a system of general cultural and national values and a corresponding set of socially significant personality traits that correspond to the values of personal life, which is important primarily for a person, determine his character traits, behavior, private life style and others. Given this, the main task of the educational process in the school is the formation of national consciousness and self-awareness of students, duty and responsibility, respect for the law and for seniors.

The Law of Ukraine "Education" defines the comprehensive development of man as a person and the highest value of society, its talents, intellectual, creative and physical abilities, the formation of values and competencies necessary for successful selfrealization, education of responsible citizens who are capable of conscious social choice and directing its 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 to ensure sustainable development of Ukraine and its European choice [8, p. 1].

According to V. Saveliev, morality presupposes the value attitude of a person to the natural world, society, communities, social institutions, social subjects, other people and to himself. "Moral values (norms, principles, ideals, ideas of good, justice, responsibility, feelings of friendship, love, etc.) that arise and exist in society, are perceived by the moral consciousness of man, crystallized in his values, beliefs, socio-psychological guidelines and are realized in actions, lines of behavior on the life path of the individual" [14, p. 128]. The researched problem was covered in the works of foreign and domestic psychologists (L. Kohlberg, Y.

Prykhodko, V. Yurchenko, S. Yakobson and etc.). As L. Kohlberg points out, "morality" refers to moral thoughts or decisions that are based on thoughts, and not to behavior, its consequences or effect.

Moral development of a junior schoolchild, psychologists emphasize, is closely related to the level of his cognitive (perception, memory, concept formation, problem solving, imagination and logic) development. At the age of 7-9 years, the child is able to independently learn, recognize, share the moral requirements of society (I. Bekh, G. Kostiuk, O. Skrypchenko). "Early school age is sensitive to the assimilation of moral norms and the formation of selfregulation; formation of arbitrary behavior on the basis of moral requirements, and hence the ability to restrain impulsive actions, to show independence, to control their actions" [7, p. 50]. In preparing junior schoolchildren for life, they need to communicate what is the right behavior, what actions and intentions express it. Therefore, the main foundation for this is the school, which must form a personality with certain inclinations, tendencies, seeking to change, smooth out those aspects of the character of students that contradict the idea of correct, appropriate behavior. "In the process of education it is necessary to achieve the formation of junior schoolchildren's sense of duty, responsibility and ability to think about the interests of others, so that after school, students can implement the right thoughts and decisions" [20, p. 341].

Modern scholars (I. Bekh, M. Henyk, E. Necheva, etc.) have been actively involved in the study of the problems of formation of national and cultural values of the individual. Thus, M. Henyk emphasizes in many publications that national and cultural values are "imperative formations, developed and formed during the whole life of the Ukrainian people, which are inalienable, preserve the continuity of moral requirements, perform a regulatory function in human relations and acquire personal significance. as a result of their choice and internalization of the individual in the process of education" [4, p. 122]. Studies show that in various folk sources, national and cultural values are recorded in the commandments, advice, guidelines, which "justify the need for moral

norms and principles of behavior, determine the strategy and tactics of life on the examples of folk heroes, act as a form of social influence" [4, p. 135].

According to M. Henyk, primary school age is sensitive in terms of accumulation of moral and ethical knowledge, the formation of ideas and concepts of moral content, comprehension of the world around. "The correlation of the" image of I "with the ethical standard creates a personal attitude to the standards themselves, the desire to meet one and oppose the other" [4, p. 137]. The upbringing of students requires ensuring the formation of such moral values in them: universal, absolutely eternal values. These are universal values that have universal significance and unlimited scope (goodness, honesty, truth, dignity, wisdom, love, justice, beauty, etc.); national values.

They are important to one people, but they are not always shared by other peoples. Such values include patriotism, a sense of national dignity, historical memory, etc.; civic values. The main goal of the "New Ukrainian School" is to create effective conditions for the formation of spirituality and morality of students. We must note that each of these groups is of great importance. National and cultural values of junior schoolchildren are a means of regulating the harmonization of relations, as well as a means of self-affirmation of the student and the disclosure of potential abilities for its comprehensive development in modern society. All these factors prevent students from becoming morally healthy individuals who respect national and cultural values. It is the teacher who can control the moral development of the child and help him improve his personality, the best features of which are formed in childhood. According to S. Markivna, "a child should be brought up so that he, becoming an adult, could not only find himself, his place in life, but also to be realized as much as possible, to become a full member of society" [9, p. 7].

**Research results.** National and cultural values of junior schoolchildren are laid down in lessons with the help of explanations, stories, discussions, roleplays, ethical conversations. Such work is often accompanied by the improvement of knowledge about morality and the correction of children's perceptions of the requirements for

their own behavior through self-esteem and self-control. National and cultural values occupy a special place in the lives of younger students in the process of their formation will play a great role in reading lessons and works of art that will have educational value for students. One of the most complete and well-argued modern theories that consider the influence of language on the formation of identity is the theory of J.

Fishman. According to her, language is closely related to identity in three ways. First, index, ie language is associated with a particular culture, it formulates statements and expresses the interests, assessments and worldview of culture. This connection does not imply that a language that is traditionally or historically associated with a particular culture is ideal for that culture and that another language will not be able to replace that traditional connection in the future. But in a certain period of time "no language, except that which is historically and intimately associated with a particular culture, is not able to so well express certain artifacts and concerns of this culture" [21, p. 13]. Secondly, symbolic, which means that the language represents certain national (ethnic) groups with their languages.

The fate of languages is inevitably connected with the fate of speakers of this language [21, p. 21]. Third, the ratio of part to whole. Much of any culture is verbal: "Models of a child's socialization are associated with a particular language, cultural styles of interpersonal relationships are associated with a particular language, ethical principles underlying everyday life are correlated with a particular language, and even material culture and aesthetic perception are usually discussed. and are evaluated with the help of language figures, which mainly exist only in this culture, and are not universal" [21, p. 24]. The initial link is one of the most important stages in the development of the child's personality. School practice shows that getting into the school environment, there is a purposeful formation and development of value orientations of primary school children, their attitude to people, nature, moral and ethical feelings and emotional experiences. N. Bibik emphasizes that the task of forming in junior schoolchildren a system of universal values – moral and ethical (dignity, honesty, justice, care, respect for life, respect for

themselves and other people) and socio-political – is of priority importance in the development of the New Ukrainian School. freedom, democracy, cultural diversity, respect for the native language and culture, patriotism, respect for the environment, respect for the law, solidarity, responsibility). “In the center of education should be the education of students responsible for themselves, for the well-being of our country” [13, p. 19].

That is why, scientists emphasize (O. Matvienko, N. Moiseiuk, O. Savchenko, etc.) the pedagogy of partnership between all participants of the educational process acquires special importance. The pedagogy of partnership (cooperation) is based on the principles of humanism and a creative approach to personal development. Its goal is to create a new humane society, free from totalitarianism and officialdom. The principles of partnership in pedagogy are as follows: respect for the individual; friendliness and positive attitude; trust in relationships; dialogue – interaction – mutual respect; distributed leadership (proactivity, the right to choose and responsibility for it, the horizontality of connections); principles of social partnership (equality of the parties, voluntary commitment, mandatory implementation of agreements) [12, p. 113].

To implement the ideas and principles of partnership pedagogy, teachers need to use in their work not only standard methods of organizing the educational process, but to show more initiative and build teaching and education so that each student is an active subject of the educational process and constantly involved in joint activities. Interesting and meaningful stories, open conversation, fair and independent evaluation, encouragement of creative success, personal example, meetings with interesting people, joint search for solutions, common socially useful affairs, charity events and others can be tested on effective tools of partnership pedagogy. Lessons of literary reading are the most effective in the formation and development of the qualities of a child-reader capable of independent reading, creative activity. They allow to successfully carry out speech, literary, intellectual development of the junior schoolchild. At the same time, the teacher should choose such forms

and methods of work that will enhance the cognitive and emotional sphere of students, involve them in dialogic interaction with the text and self-expression in creative activities based on the read work of art. According to modern Methodists (N. Bilokonna, G. Koval, I. Kravtsova, V. Martynenko, O. Pavlyk, O. Vashulenko, etc.), one of the most important means of forming the national and cultural identity of a child's personality is fiction. It extremely “expands life experience, helps to feel, learn and experience what the reader will never be able to feel and experience in life” [2, p. 14].

All this serves to read works of art, which form the moral and ethical values of junior schoolchildren at the beginning of their schooling. The theory of literature emphasizes that a work of art does not copy reality, but creates a special aesthetic reality that exists and develops according to its own laws. Thus, “a work of art is a story about a certain life event (fictional or not), which is conducted on behalf of a real or imagined author based on aesthetic impressions and contains its preconditions” [3, p. 116]. Awareness of a literary text depends on a lot of reasons: a deep understanding of each word, the ability to focus, turn on the imagination, store in memory the information received, the ability to compare, predict, analyze the plot of the work of art and subtextual information, etc. O. Fenshchyk draws attention to the fact that mastering the process of text comprehension requires from a junior high school student a fairly high level of development of analysis and synthesis operations, complex mental work that requires the selection of “basic elements and combining them into a single whole”. main idea of the text.

This process is not easy for a child at first, because in each text the reflection of reality is mediated by the author's understanding. Therefore, according to the author, it is necessary to “teach the younger student to understand someone else's opinion, which is contained in the text that the author put into it when writing, to feel what another person felt” [19, p. 12]. The ability of a junior high school student to perceive literature is determined by the development of certain mental properties.

A special increased emotionality covers all aspects of the personality of a child of primary

school age. Psychologists have proved that an elementary school student can easily master the content of the work, if the image as a whole causes her the right emotional attitude. This indicates that if a child develops emotional interest, personal attitude to the characters and situations of the book, he is able to deeply and correctly perceive what is read and express their attitude to him. On the one hand, the emotional sphere of the child is characterized by immediacy and increased activity, and on the other – the emergence of more complex feelings: the younger student may be aware of their own emotional manifestations. Modern researchers (L. Kulakova, V. Martynenko, O. Pavlyk, O. Savchenko, etc.) that a junior schoolchild can have three types of attitude to a literary hero: emotional, intellectual, evaluative, activity. We believe that the effectiveness of the process of forming national and cultural values of primary schoolchildren, taking into account the content of works of art depends on: teacher training (understanding the content of national and cultural values; the relationship between verbal and practical methods of educational influence). humanism, the use of a system of tasks in the analysis of works of art); training of students (perception of the purpose of education; mastering moral rules and norms; structural and linguistic analysis of works of art); creating a comfortable psychological climate in the reading lesson (respect for each other, adherence to moral norms and rules of conduct when working in pairs or small groups).

Thus, the task of the teacher is to teach students to perceive works of art so that they, listening to the “language of the author”, feel it with the mind and heart and at the same time become spiritually richer. Typical difficulties in the perception of primary school students of the content of literary works psychologists and educators associate with age psychological and individual characteristics of children: limited reading and life experience, difficulty understanding the nature of fiction and generalization, the specifics of speech development (insufficient vocabulary norms of word use, insufficient attention to unfamiliar words, phrases and the absence in most cases of the need to establish their lexical meaning. We

agree with the opinion of S. Melnyk that it is difficult for younger students to compare the elements of the text that are distant from each other in time, to establish the connection of episodes related to different characters, to summarize the events presented in different parts of the text and so on. Understanding the author's idea at this age is characterized by subjectivity. It should be noted that “artistic techniques of image affect students not by their function of revealing a particular literary hero, but as they are clear and bright” [11, p. 18].

The implementation of the content of the course “Literary Reading” requires from the teacher a flexible approach to determining the purpose, structure of lessons, selection of methods and techniques for organizing the reading activities of primary school children. Diversification of the content and forms of educational material increases the effectiveness of learning, as well as promotes the education of creative personality. It is works of fiction that reveal to the child a system of moral concepts through the relationship of the characters with other people. Thanks to the artistic word, students learn to understand the inner world of a literary hero, his feelings, actions, attitudes toward other people and nature.

Of particular importance for the formation of national and cultural identity of the individual are works that reveal ethical norms of behavior. On their material, students learn to evaluate the actions of the heroes, and through them - the actions of peers and their own behavior. Creative tasks are used in the lessons of literary reading to form the national and cultural identity of junior schoolchildren. After all, it is in the primary grades that students have to participate in creative activities of different content and complexity. According to O. Savchenko, for the development of students' literary creativity in the classroom, teachers first of all need to take care of children's motivation for mutual understanding and dialogue. Under such conditions, each child will want to say his word: to come up with his own fairy tale, his own riddle, to tell about his observations, adventures, to express his feelings, drawing, playing in staging, etc.

All this will characterize her personality, reveal how she thinks, what she dreams about, what

worries her. Fantasizing in children is special, sincere, trusting, because they have little life experience, not pressed by stereotypes of adult life. For the development of children's literary work is useful to create more often "situations of choice of creative tasks, instill in them the imagery of words, expressions, the need to listen to the sound of poetic language, feel its rhythm, express their impressions, feelings, looking for the most accurate words. statements and judgments" [16, p. 13].

Therefore, the use of creative tasks gives impetus to the development of national and cultural values of primary school students. National and cultural values are most represented in the lessons of literary reading. After all, the initial stage of their formation in younger students begins in these lessons through the artistic text. It is here that the main moral and ethical, national and cultural values are laid, such as: justice, courage, good, evil, compassion, respect, condemnation and many other criteria, which they compare with the characters of fairy tales, fables, legends, stories and novels.

The content of such works of art is a kind of regulator of the behavior of the younger junior schoolchildren, affects his feelings, arouses the desire to imitate the positive actions of the characters and condemn the negative. Thus, the task of the teacher is to teach students to perceive works of art so that they, listening to the "language of the author", feel it with the mind and heart and at the same time become spiritually richer. We share the opinion of O. Vashulenko that during the discussion of the content of works of art, it will be appropriate to conduct an ethical conversation to analyze the behavior and actions of children. The content of these conversations is the comparison of the actions of literary heroes with the behavior of children, on the basis of which are formed generalized ideas about the norms and rules of human behavior, the system of moral evaluations. In the process of ethical conversations, a number of tasks are solved to form the national and cultural identity of children of primary school age.

Among them: "the formation of generalized national and cultural ideas about honesty, truthfulness, modesty, discipline and other moral categories; education of adequate mutual

assessment and self-assessment in accordance with general norms and rules of conduct; formation of a conscious attitude of children to the rules of conduct; encouraging children to positive moral actions" [2, p. 15]. In the system of lessons of literary reading in primary school the lessons on which works of art are processed occupy a prominent place. Modern methodological science (S. Doroshenko, G. Koval, V. Martynenko, V. Naumenko, O. Savchenko, etc.) offers the study of works of art in the following way: preparation for the perception of a work of art; primary synthesis; analysis; secondary synthesis.

At the stage of preparation for perception, work is carried out to establish the meanings of words that are incomprehensible to students, which the teacher determines in advance, work on the content of the title, keywords, illustrations. In the process of such activity, students gain important reading experience – forecasting and anticipation, the experience of dialogic interaction of the reader with the text before reading the work; they increase positive reading motives. It is important to note that the results of the initial perception of the content of the work revealed by the teacher, the emergence of new learning situations may affect the further strategy of the lesson.

On the basis of such a "slice" of student perception, correction of pre-defined by the teacher methods and techniques of working with the text is built further analysis of the work. At the stage of in-depth analysis of the work, its interpretation (textual activity) the teacher uses methods and techniques, a system of tasks that activate analytical and synthetic reading activities of students to understand not only the content but also the form of the work: simple genre features, composition, language. Schoolchildren gain important reading experience – rational ways and means of independent work with the text: to distinguish works by the simplest genre features; be aware of the semantic connections between parts of the text, events, observe how the work is constructed structurally, how events unfold in an epic work, who its characters are, how they are characterized by actions, behavior, how the author treats them, what episodes in the work were the most intense, what is the general

emotional mood of the work, by which means of artistic expression the author creates such a mood, such an artistic image. Semantic and structural analysis of the text requires the use of detailed, repeated rereading.

That is, depending on the tasks, learning situations that are solved in the lesson – rereading the whole content or its individual fragments. It is important that such work is analytical, not reproductive, that the teacher's questions encourage students to immerse themselves in the text each time, to find answers in it, to justify them with reference to the content. This approach changes the motivation of schoolchildren's reading activity: they read not only in order to practice the technical side of reading skills, but in order to better understand the work. The stage of reflexive analysis of the content of the work (post-text activity) is designed to promote the development of components of the value (semantic, emotional, volitional) spheres of the child's personality: the junior schoolchildren's awareness and evaluation of the results of his reading activities; evaluative judgments; attitude to the content of what is read.

**Conclusions from the study and prospects for further exploration in this direction.** It is worth emphasizing that each type of text has its own characteristics, has different effects on the emotional and intellectual spheres of the reader. They also differ in function: the communicative and aesthetic function is more inherent in the artistic text, and the communicative and informational is in the scientific and artistic one. Thus, the formation of national and cultural values in the lessons of literary reading of primary schoolchildren is an important stage in the comprehensive and harmonious development of the individual through the reading of works of art. Children read, analyze, and discuss models of character behavior in works that ask questions of justice, honesty, camaraderie, friendship, fidelity, humanity in a form that is accessible - 81 - to them. In this way, children enrich their life experience, expand and deepen their knowledge of the rules and norms of behavior and acquire the ability to live among people.

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