

Oksana Loiuk,
PhD in Pedagogy,
associate professor,
Tetiana Hritchenko,
PhD in Pedagogy,
associate professor,
Pavlo Tychyna Uman State
Pedagogical University
Uman, Ukraine
gtya212@ukr.net

FORMATION OF THE JUNIOR SCHOOLCHILD'S BEHAVIOR CULTURE: ESSENCE AND STRUCTURE

Abstract. *The report identifies the problem's urgency; the essence of the concepts «behavior culture» and «junior schoolchildren's behavior culture» is revealed; the components which can be conditionally allocated in the maintenance of junior schoolchildren's behavior culture are characterized. It is noted that the upbringing of pupils' behavior culture depends not only on what content will be offered to children for acquaintance, but also on the methods of its development.*

Key words: *junior schoolchildren; behavior culture, junior schoolchildren's behavior culture, activity culture, communication culture, cultural and hygienic skills and habits.*

The formation of younger generation's behavior culture is one of the main problems at the present stage of human development, which must be addressed by all those involved in raising children. The urgency of the topic is due to the fact that the decline of society's cultural and moral level as a whole leads to the need of creation new approaches and ways of individual behavior culture formation, especially in the context of universal behavior values and norms. As you know, the behavior culture

foundation is laid in early school age and determines the further harmonious development of the individual and society as a whole.

The term «behavior culture» means a set of sustainable forms of daily behavior in everyday life, in communication, in various activities, useful for society. The behavior culture is not limited to formal adherence to etiquette, it is closely linked to moral feelings and ideas and reinforces them [2, p. 15].

The behavior culture of each individual does not refer to innate or biologically inherited traits. It develops individually as a result of training and education. The emergence of personality qualities is preceded by a period of time for the accumulation of knowledge about the environment (subject and social), the development of sustainable emotional attitudes, self-awareness as an activity subject and influence object. On this basis, over time, beliefs, life attitudes, personality orientation, its internal moral qualities are developed, which is the culture of individual behavior.

Junior schoolchildren's behavior culture is a set of formed socially important qualities of junior schoolchildren's personality, their daily actions in a society based on norms of morality, ethics, aesthetic culture [1, p. 256]. Junior schoolchildren's behavior culture reflects the society moral requirements to pupils and provision assimilation, that guide, regulate and control their actions and deeds. The rules learned by pupils are transformed into the upbringing of their personality.

The content of junior schoolchildren's behavior culture can be divided into the following components:

1) *activity culture*. Manifested in the child's behavior in the classroom, in play activities, during work assignments execution. To form pupil's activity culture, it is important to cultivate the ability to keep in order the places where he works, studies, plays. It is important to show the value of completeness, which is expressed in the habit of bringing the case to an end and a careful attitude to the objects of the surrounding reality;

2) *communication culture*. It involves pupils to follow communication rules and regulations based on respect and friendliness, the use of appropriate vocabulary and

address forms, polite behavior in public places, in everyday life. In addition, this component involves the ability to speak concisely, maintaining a calm tone in communication; pupil's ability to refrain from inappropriate actions and words.

3) *cultural and hygienic skills and habits*. The need for cleanliness of the face, body, hair, clothes, shoes, school supplies is dictated not only by hygiene requirements, but also human relations norms. The pupil must understand that by following these rules, he shows respect for other people [1, p. 253–254].

The success of the teacher's work on the upbringing of children's behavior culture depends not only on what content will be offered to children for review, but also on its development methods. In primary school, it is advisable to conduct systematic work on the behavioral culture skills formation. Forms of organizing work with schoolchildren can be different: conversations, life situations simulations, games, staging, exercises, etc. Usually, learning the rules takes place in the specific situation in which they apply. First, it is the situation of the class, the school, which is under teacher's control and in which he must teach the child to act correctly. Then, working in contact with parents, the teacher introduces children to the behavior culture rules at home, on the street and in public places.

The gradual expansion of specific situations in which children need to follow certain rules allows them to be taught to follow the cultural behavior rules in different circumstances. Exercises cannot be carried out only from lesson to lesson, they must be included in the daily school life. Children need to know that the rules they learn become mandatory.

Literature

1. Більдіна М. О. Структура та зміст поняття культури поведінки молодших школярів // Вісник ХДАК. – 2014. – № 42. – С. 249–257.
2. Медведева Н. В. Технология этического мышления как средство духовно нравственного воспитания младшего школьника // Начальная школа. – 2012. – № 12. – С. 14–16.
3. Сапронова М. Культура поведінки – категорія моральна // Дошкільне виховання. – 2003. – № 10. – С. 8–9.