

**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](mailto:gtya212@ukr.net)

## **PSYCHOLOGICAL AND PEDAGOGICAL ASPECTS OF JUNIOR SCHOOLCHILD'S PERSONAL QUALITIES DEVELOPMENT**

**Abstract.** *The report reveals the essence of the concepts of «personal qualities» and «personal qualities development». Psychological and pedagogical aspects of junior schoolchildren's personal qualities development have been established. It has been determined that the personal qualities development occurs under the organization of the educational process on the basis of values to each child through subject-subject interaction and communication.*

**Key words:** *personal qualities, junior schoolchildren's personal qualities development, psychological and pedagogical aspects of pupil's personal qualities development.*

Today, the Ukrainian state pays special attention to addressing issues aimed at creating conditions for the formation of a creative, independent personality, able to take responsibility, make meaningful decisions, act adequately and communicate in society. Therefore, it is time to study the problem of developing the personal qualities of a junior schoolchild.

*Personal qualities* – the individual's psychological characteristics, manifested in the form of attitudes towards themselves and the surrounding reality (people,

objects, phenomena, activities), are formed, improved throughout life by the subject's own forces during mutual activities and communication with other subjects.

*Personal qualities development* is interpreted by us as a formation process of personality's constant positive characteristics by own forces on the basis of subject-subject relations in a society.

As a result of psychological and pedagogical literature analysis we have established the following psychological and pedagogical aspects of junior schoolchild's personal qualities development:

**1) Age features of junior schoolchildren in relation to the development of their personal qualities.** This age period is characterized by the fact that there is a change in lifestyle: a new activity – learning; new social role – pupil, new requirements. In this regard, the perception of the junior schoolchild in the relationships system, as well as his interests and values, which contributes to the formation of such positive personality traits as responsibility, sociability, tolerance, ability to empathize.

In the early school years, self-awareness develops intensively. The child begins to understand that he is an individual who is exposed to social influences. He must learn and change himself in the learning process by assigning collective signs (language, numbers, etc.), collective concepts, knowledge, ideas, existing in society, the social expectations system regarding behavior and values. At the same time, the child experiences his uniqueness, seeks to establish himself among adults and peers.

It is established that the main neoplasms of the junior schoolchild's personality are the following: orientation to a group of peers; personal reflection formation (ability to independently establish the limits of their capabilities); conscious and generalized self-esteem formation; awareness and restraint in the feelings manifestation, higher feelings formation; volitional actions awareness, volitional qualities formation.

**2) Methodological approaches to enable the junior schoolchild's personality development:**

- *personality-oriented*, which is based on the orientation of a person's formation, the person who is capable of navigating in society, determine the purpose of his activities, plan and select adequate means to achieve goals, implement activities and be responsible for its consequences to himself and society, make decisions independently;

- *activity*, which positions productive activities organization, which show the child's inner activity, his inclinations, needs, interests, various incentives for self-development, sociability, self-criticism, diligence – and on this basis a sense of success and self-confidence. Only in one's own activity human development is possible, namely: his intellect, thinking, abilities, will, diligence, purposefulness, which gives grounds to assert the creative potential of this personality [5, p. 32];

- *synergetic*, whose role “is to affirm a person as a person, in its internal growth, self-organization, which is possible under a democratic system of social governance – the source of creativity” [3, p. 7].

The decisive influence on the development of pupils' personal qualities has such organization of the educational process, in which attention is paid to stimulating pupils' activity, their participation in joint activities, which allows everyone to feel like a subject of their own educational activities. Only in joint activities it is possible to create a child, because interpersonal interaction sphere includes the ability to empathize with another person.

### **3) Principles of educational process organization:**

1) *educational process humanization* means that the teacher focuses on the child as the highest value, meets his needs for understanding, recognition, acceptance, fair treatment; stimulates a conscious attitude to his life: behavior, activities, life choices; takes into account age and individual characteristics. Humanistic ethics is based on faith in a human being, recognition of his freedom and reason, independence, individuality, appeal to the individual's inner world;

2) *child-centeredness* – personality-oriented paradigm with components: respect for the child's personality, the right to individuality, self-expression, self-realization [2];

3) *rights unity, freedom of choice and individual's responsibility:*

- perception of the pupil's personality as the highest social value, recognition of his right to freedom, abilities development and individuality identification;
- rights preservation and expansion in the school community;
- pupil's responsibility to himself, the team, parents for his actions, consequences of his choice [4, p. 23].

The fact that a person creates himself in his activity is the essence of a person's responsibility to himself and to society. It is on freedom of choice, according to A. Milts, that the morality of the individual is formed;

4) *dialogue and cooperation in the learning process* provides for the purposeful creation of conditions for the partnerships development of all subjects of the educational process on the basis of mutual respect, interdependence and responsibility;

5) *subject-subject interaction* provides that participants in the educational process are equal partners in the process of communication and joint activities, respect each other's point of view. The teacher treats the child as a subject of his own development, takes into account his needs, interests, system of habits and values, shows empathy [1, p. 712–713].

These categories direct a teacher to the organization of the educational process in primary school on the basis of values to each child through subject-subject interaction and communication.

### **Literature**

1. Бех І. Д. Принципи сучасної освіти. *Світ виховання*. 2005. № 5(12). С. 7–11.
2. Кремень В. Г. Освіта і наука України: шляхи модернізації (Факти, роздуми, перспективи). К. : Грамота, 2003. 216 с.
3. Кремень В. Г. Освіта і суспільство в парадигмі синергетичного мислення. *Педагогіка і психологія*. №2. 2012. С. 8–12.
4. Практична педагогіка виховання; посібник з теорії та методики

виховання / За ред. М. Ю. Красовицького. Упорядник Іванюк Г. І. Київ – Івано-Франківськ : «Плай», 2000. 218 с.

5. Шуман С. Г. Место воспитания в целостном процессе развития личности. *Образование в современной школе*. 2002. № 4. С. 27–33.