

## **FORMATION FEATURES OF MORAL CULTURE FOUNDATIONS OF PRIMARY SCHOOL PUPILS**

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Nowadays it is increasingly realized that the underestimation of the psychological and moral aspects of human development can threaten the spiritual, moral and ethical state of society. This presupposes the need for “the upbringing of a deeply moral, decent personality ... on which may depend certain aspects of society, civilization, and humanity development as a whole.” [4, c. 37].

Active and creative implementation of morality and law norms implies a certain level of the citizen’s moral culture formation in a legal democratic society. In a broad sense, moral culture appears as a form of culture. It is “responsible” for the society improvement, the content of the human activity moral project, individuals’ unification around moral norms, values, ideals, the desire formation to embody these norms, values and ideals in real moral deeds. In a narrower sense, moral culture is an indicator of moral development level of a particular social system and the individual [4, p. 37]. Moral culture foundations, in our deep conviction, are laid in the school, in particular, in its primary level.

Well-known psychologists and teachers such as I. Bekh, N. Bibik, N. Vozniuk, V. Vorozhbyt, S. Garyacha, A. Golovatenko, V. Hrytsko, K. Zhurba, M. Ilyash, V. Kyrychok, Z. Kiyanytsia, S. Konovets, O. Kulibaba, G. Laktionova, V. Sukhomlynsky, K. Chorna and others studied the moral development and upbringing of junior schoolchildren.

An important indicator of individual's moral culture, according to many scholars, is his willingness to understand another person's state, to show empathy, compassion, complicity. V. Sukhomlynsky saw the main way of morality upbringing in influencing the child's feelings. "A very important task of the educator is to awaken emotional vigilance, attentiveness, feelings" [5, p. 15].

Primary school age is characterized by increased emotional sensitivity, vulnerability, emotionality, perception imagery, and a special type of perception that is necessary for the harmonious development of the child's personality. Given these psychological characteristics of pupils, the teacher can purposefully lay the foundations of children's moral culture, using different work forms and methods.

It is known that formation of moral consciousness, moral feelings, moral behavior skills and habits are interdependent aspects of individual's moral education (T. Barno, I. Bekh, I. Bondarevych, N. Derevyanko, M. Ivanchuk, L. Korinna, V. Kostiv and others).

In this triad, in our opinion, moral feelings have a special, unifying role. According to O. Kononenko [1], moral feelings and pupils' experience of what they assimilate serve as a stimulus for all activities. Feelings are born and develop in the human communication process. They are very closely linked to moral knowledge and beliefs.

In view of the above, the primary school teacher needs to instill in pupils an emotional attitude to the behavior of others and their own, which reflects public morality, established moral traditions, a real attitude to each other. He also needs to form such concepts as: sympathy and antipathy, affection and alienation, respect and contempt, gratitude and ingratitude, love and hatred; feelings of friendship, collectivism, patriotism, duty, conscience, etc. And he needs to start doing it from the first days of the child's stay in school.

The formation of moral beliefs and feelings is closely linked with pupils' moral behavior upbringing, which is expressed in moral actions and habits. According to O. Pishak, no matter how strong and meaningful the feelings are, they do not characterize a person's moral upbringing as long as they remain only at the level of his inner experiences. An educated person is a person-figure who shows his relations in everyday behavior and in certain actions. The diversity of his feelings is inextricably linked with practical activities [3, p. 83].

Thus, moral education involves a system of organized external influences on the consciousness, feelings, will of primary school pupils, in which they can show moral relations, which are based on learned moral norms and governed by moral principles.

#### LITERATURE

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