

## MORAL EDUCATION OF PRIMARY SCHOOL STUDENTS IN UKRAINE (THE SECOND HALF OF XX – THE BEGINNING OF XXI CENTURY)

<sup>a</sup>IRYNA BATAREINA, <sup>b</sup>PAVLO BIELCHEV, <sup>c</sup>ANHELINA KOROBCHENKO, <sup>d</sup>YULIIA YERMAK

<sup>a-d</sup>Bogdan Khmelnytsky Melitopol State Pedagogical University, 20, Hetmanska Str., 72300, Melitopol, Ukraine

email: <sup>a</sup>irinabatpryanichnikova@gmail.com,

<sup>b</sup>bielchev.pawel@gmail.com,

<sup>c</sup>angelinakorobchenko@gmail.com, <sup>d</sup>uliyaermak30@ukr.net

**Abstract:** The article analyzes the experience of organizing the moral education of primary school students from the second half of the XX century up to the present time. Purpose of the article is to reveal the features of the organization, content, forms and methods, pedagogical conditions of moral education of primary school students in Ukraine in the second half of XX – the beginning of XXI century. The authors have disclosed what has already been studied on this issue as well as the conceptual and terminological mechanism of this study: features of the organization, the content, forms and methods. It is emphasized that the preparation of a morally educated person is an urgent problem at all stages of personal development. Early school age is the most favorable for learning moral norms and rules of conduct. It is important to create such pedagogical conditions that would ensure the most effective educational process. Summarizing the rich experience of schools we have identified the basic values of moral education. We focused attention on the importance of combining historical experience and modern technologies in the process moral education. Prospects for further research in this area have been identified.

**Keywords:** Content, Educational process, Forms, Methods of moral education, Morality, Pedagogical conditions, Primary school, Primary school students.

### 1 Introduction

Today the problem of moral education in Ukraine is very important and relevant because the priority is to increase the moral education of the child. Moral education is very necessary for the recovery of society. One of the priority tasks of the New Ukrainian School is the education of morals in the younger generation. But in Ukraine during the socio-economic and political transformations there were many problems namely the lack of mutual understanding, indifference and cruelty. The importance and priority of moral education is emphasized in a number of legal documents: the laws of Ukraine "About Education" (2017) [5], "Higher Education Act" (2014), the State National Program "Education" (Ukraine XXI century) (1994), Concepts education of children and youth in the national education system (2015), Concepts of civic education and upbringing in Ukraine (2016), Concepts of the New Ukrainian School (2016), Conceptual principles of development of pedagogical education in Ukraine and its integration into the European educational space (2004), National Strategy development of education in Ukraine for the period up to 2021 (2012), the National Program for the Education of children and student youth in Ukraine (2004) etc. [2].

There is a lack of modern recommendations for improving the forms and methods of pedagogical activity [14]. The pedagogical conditions of moral education of primary school students in Ukraine remain insufficiently studied. Despite the fact that the urgency of this problem is evidenced by government documents and the needs of society the theoretical aspects of this process remain underdeveloped. For purpose raising awareness of the society there is a question of search of effective methods, forms, receptions and means of forming moral values children of primary school age in educational process [8]. Thus there is a need to change approaches to the organization of the process of moral education and create the necessary pedagogical conditions. There is the experience gained by predecessors is useful.

### 2 Literature Review

The works of famous Ukrainian scientists of the past such as G.Vashchenko, O.Dukhnovych, A.Makarenko, S.Rusova, M.Stelmakhovych, V.Sukhomlynsky, K.Ushinsky, J.Chepiha, P.Yurkevich and others are devoted to the problem of moral education. A significant contribution to the study of the educational problem in particular moral as its separate direction

was made by modern scientists: I.Bekh, M.Boryshevsky, G.Vasyanovych, O.Vyshnevsky, M.Yevtukh, I.Zyazyun, O.Kvas, V. Kremin, M. Pantyuk, T. Pantyuk, O. Savchenko, M. Savchyn, N. Skotna, O.Sukhomlynska, K.Chorna, P.Scherban, O.Yankovych and others. Questions of formation and diagnostics of moral values of the schoolchildren personality are devoted to works of such authors as: I.Bekh, G.Vashchenko, T.Demyanyuk, V.Shadrykov and others [2, 7, 10, 15, 18, 20].

The importance of spiritual and moral values in the education of the younger generation was pointed out by G.Vashchenko, B.Hrinchenko, A.Makarenko, I.Ogienko, S.Rusova, I.Steshenko, V.Sukhomlynsky and S.Shatsky who considered them in close connection language with the development of the entire education system. Psychologists such as I.Bekh, L.Bozhovych, M.Boryshevsky, O.Grishanova, L.Dolynska, V.Krutetsky, A.Kovalyov, G.Kostyuk, N.Chepeleva, D.Nikolenko and O.Skripchenko paid attention to the study of the problems of formation of moral consciousness and feelings. In the works of M.Apletaev, R.Atamanov, I.Buzhina, Z.Vasilieva, O.Yarmolenko certain aspects of moral education in the learning process were considered. Scientists V.Loza, I.Pidlasy and M.Fitsula considered moral education in the context of legal. In the context of this problem the general theoretical aspects of axiology are deeply covered in the scientific literature (B.Ananiev, I.Anosov, L.Bozhovych, M.Oksa, T.Troitskaya). Scientists I.Anosov, M.Elkin, A.Korobchenko, M.Oksa in their works studied the humanistic approach to the upbringing and education of the younger generations in the creative heritage of Ukrainian teachers and also focused on the problem of moral education of the individual [1].

### 3 Materials and Methods

For the purpose of comprehensive knowledge of the research subject and the decision of the set tasks the complex of general scientific theoretical methods is used namely: historical and pedagogical (analysis of legislative and normative documents, historical and pedagogical, psychological and pedagogical and methodical literature, encyclopedias and dictionaries, summarizing of bibliographic sources); comparative-historical (analysis of archival documents and research materials); chronological (identification of the main stages of moral formation education of primary school students in Ukraine in the second half of XX – the beginning of XXI century); retrospective (analysis and synthesis of features and patterns of pedagogical conditions of primary school students moral education in Ukraine at each stage of development of the studied system); prognostic (identification of ways of further formation of pedagogical conditions of moral education for primary school students in modern conditions of the education system development in Ukraine).

Materials and methods are based on the selection and comprehensive study of pedagogical, psychological and methodological works of researchers [3, 9, 11, 17, 19 ]. A significant part of scientific sources for study are domestic pedagogical, psychological and methodological literature: monographs, dissertations and abstracts of dissertations, curricula, textbooks and teaching aids, reference and bibliographic publications. A separate group in the context of the study consists of the materials of periodicals (pedagogical and professional journals, collections of scientific works, information collections, etc.). The source base of the study is archival materials of the Central State Archive of the highest authorities and administration of Ukraine in Kyiv (archives 166, 4631), the State Archives of Zaporizhia region (archives R-997, R-2505), Kharkiv region (archive 4695); materials of the library archives of Bogdan Khmelnytsky Melitopol state pedagogical university, the library of the National Pedagogical Drahomanov University, Zaporizhia Regional Scientific Library of M. Gorky, National

Historical Library of Ukraine, National Library of Ukraine named after Vernadsky.

#### 4 Results

Theoretical analysis of scientific and methodological works revealed differences in the content of moral education from the standpoint of philosophy, pedagogy and psychology.

The pedagogical dictionary states that morals (Latin *moralitas* – moral, from *mores* – customs) – one of the forms of social consciousness; system of views and ideas, norms and assessments that govern human behavior. The components of morals are moral activity (actions, human behavior); moral relations, moral consciousness. Norms and principles of morality, moral ideals and feelings constitute a system of morality which determines the life position of a particular social community or individual orients them in the world of values. Moral education - one of the most important types of education; it is the purposeful formation of moral consciousness, the development of moral sense and the formation of habits and skills of moral behavior in accordance with a certain ideology.

Moral education begins in the family, continues in preschools, secondary schools and later in higher education institutions and other educational institutions. The main methods of moral education are persuasion, training, encouragement and so on. Distinguishing between the concepts of morality and morals G. Hegel defined morality as a sphere of subjective ideas of man about good and evil and other ethical values, motives, goals and intentions and morals – as practical customs, objectified morality. As the essence of morality, morality according to Hegel has a higher meaning because it means a person's ability to do good not by external compulsion but by internal consciousness and voluntariness and therefore coincides with the moral freedom of the individual [3]. Moral education – a purposeful process of mastering children's moral categories, values, principles, ideals, developed by humanity and accepted by society at the level of their own beliefs, their observance as usual forms of personal behavior. Moral education has its specific purpose which is determined by the dominant social relations and spiritual values. The purpose of education is the formation of a morally stable, holistic personality [8].

The specificity of moral education is due to its content – public morality. The priority factor in building a democratic social society is humanistic morality – a way of spiritual and practical development of the world by the individual. It is based on the recognition of man as the greatest value and his rights as a priority over the interests of both society and the state. The main functions of humanistic morality are worldview, value-oriented, educational. A humanistic moral considers man in his physical and spiritual integrity, recognizing that the goal of man – to be himself and the conditions for achieving such a goal – to be a man for himself (E.Fromm). The foundations of virtue are laid in the nature of a mature and holistic personality and evil lies in self-indifference. Humanistic morality recognizes the value not of norms, principles and ideals but of man himself, his life and uniqueness. Therefore not self-denial and self-love but love to himself, not neglect of individuality but the affirmation of one's truly human “I” – these are the highest values of humanistic ethics. The essence of humanistic morality is to ensure the balance of personal and public good, to harmonize the process of human communication through a system of moral principles: humanism, individualism, collectivism, altruism, tolerance [3].

Moral education is effectively carried out only as a holistic process of pedagogical organization of student life: activities, relationships, communication, taking into account their age and individual characteristics and accordingly the humanistic values of morality. The result of a holistic process is the education of a morally stable personality in the unity of its consciousness, moral feelings, conscience, moral will, skills, habits, socially valuable behavior and actions. Moral development of personality is a progressive process of conscious mastery of humanistic moral values. The effectiveness of the process of moral development of the individual in particular the child largely

depends on the pedagogically appropriate organization of its management. The next stage in the moral education of primary school students is the formation of moral values. Moral values are the concept of ethics which reflects the importance for the individual manifestations of morality as a regulator of socially appropriate behavior and is the embodiment of his subjective activity-interested attitude to the implementation of moral norms and principles. Moral values include various forms of moral consciousness: personal beliefs about the norms and principles of proper human behavior as a citizen, social and moral ideals; ethical ideas about life and death, justice and injustice; the humanism of human relations, good and evil and others; moral feelings – duty, conscience, responsibility, honor and dignity [15].

Historically systems of moral values have changed but thanks to the law of succession of generations the core of the moral experience of mankind is preserved. This is manifested in the functioning of basic norms and rules of human coexistence (respect for the results of work, mutual assistance, respect for elders, care for children, affirmation of human dignity, etc.). Moral values are distorted in the case when the dominant orientations in human life are comfort, consumption, the desire for pleasure. Morality is one of the important areas of human relations. Along with “moral”, morality is a key concept for moral education [3].

The priority of modern morality is universal humanistic values. The criteria of these values are not only the idea of such 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 of people. Of particular importance is the development of the need for emotional and spiritual contact with people, the need for self-esteem, compassion and empathy for people. Moral education is based on values as a key component of the educational process in secondary education. With the reform of the education system teachers face new requirements and new tasks. An important educational factor in the life of a modern school is the principle of orientation to a child and cooperation. There are changes in the paradigm of education from collective to personality-oriented and competence. To improve moral education it is necessary to innovate in the educational process of all educational levels.

#### 5 Discussion

The problem of moral education is given to the work of both domestic and foreign scientists. In order to effectively organize the process of moral education it is advisable to take into account the experience of such leading foreign countries as Britain, France and Germany. Moral education is also the subject of research by modern foreign scholars: R.Gipson, P.Ebbs, L.Reid, E.Storr, E.Wilson, W.Stein and others.

At the end of the 1950s the lag of the Soviet Union from the leading Western countries which had by that time entered the stage of the scientific and technological revolution was realized and recognized at the state level and began to pay special attention to the state policy in sphere of science. New branch research, design institutes began to be created, the number of periodicals increased. Branches of the Academy of Sciences of the Ukrainian Soviet Socialist Republic (USSR) were opened in the largest economic centers of Ukraine (Kharkov, Lvov and Donetsk). An active post-war reconstruction of the school education system began. There was a transition to general compulsory seven-year education which determined the development of the theory and practice of education in all its manifestations. It is the beginning of positive socio-economic transformations in the country, the intensive activities of prominent teachers in the development of the student youth moral education. In 1959 eight-year education became compulsory and in 1977 – secondary education.

The most important feature of education was the combination of the best achievements with a focus on new life situations, attitudes, ideas. There is a need to optimally apply various

forms, methods and means of moral education. Forms of moral education were mainly represented by 4 groups:

1. Form as a stable system of methods of organizing the activities of pupils aimed at achieving the goal - subject group, student society, student team on the collective farm, sports section, evening, meeting, hike, etc.
2. The way of organizing children – games, meetings, rallies, excursions, parades, etc.
3. For the purpose of education of activity – public and political practice, agitation and cultural brigades, theoretical conferences, etc.
4. Traditions as special signs of respect for certain customs, order, established and passed down from generation to generation [4].

According to D. Vodzinsky the main methods of moral education are persuasion which in his opinion can be realized through the following forms: conversation, story, debate, lecture, reading conference; and learning which consists of the following elements: social assignments, exercises, analysis of students' activities [13].

According to T. Tsvelykh (1974) the following were distributed: 1) methods of explaining ethical norms – teacher's story, conversations, discussion, discussion of the book read; 2) methods of organizing the life and activities of children – lifestyle and behavior, community service, exercises, encouragement and punishment; 3) the use of example – the example and authority of adults, the example of prominent people [12]. Currently the method is an interrelated activity of teacher and student which is aimed at the active perception and application of knowledge, skills and abilities and their general development.

In the theory and practice of moral education according to V. Sukhomlinsky there is a combination of socially and personally oriented values. In the process of achieving the goals and objectives of moral education it is always worth remembering its instructions. The basis of perfection in education the famous teacher considered “anthropology” emphasizing that “without the knowledge of the child – his mental development, thinking, interests, hobbies, abilities, inclinations - there is no education” [10].

The pedagogical experience left by V. Sukhomlinsky is permeated with the ideas of moral education of the child's personality, development of his talents and abilities, harmony, achieving harmony with himself and the world concentrated in the practical realization of the goal of moral education – in “Dream corner”, “travel to the world of work”, “listening to the music of nature”, “fairy tale room”, “health garden”, “green classrooms”. In the teacher's thoughts the work of the “real” school is based on the pedagogical interaction of all subjects of education and upbringing: “The real school is a multifaceted spiritual life of the children's team in which the educator and pupil are united by many interests and hobbies” [10].

In his works V. Sukhomlinsky wrote that childhood should become a school of education of students' emotional culture, sensitivity, emotional subtlety and culture of relations between people. V. Sukhomlinsky addressed young teachers: “Our mission is to prepare a person for life in society, in a team among people and social life is an infinite variety of human touches to a person, heart to heart, feelings to feelings... Continue yourself in your pupils is the noblest human need” [16].

In the period from 1977 to 1990 there was a theoretical design of the general cultural paradigm of moral education on the basis of Marxist ethics within the Soviet discourse which combines the following stages:

1977-1980 years – completion of the theoretical design of the paradigm of moral education based on Marxist morality in the communist system;

1981 – 1985 years – exacerbation of crisis phenomena in the education of moral personality, the development of domestic methodology within the Soviet discourse;

1986 – 1988 years – a systematic attempt to overcome the educational crisis in the context of perestroika processes, the competition between traditionalism and innovation in moral aspects;

1989 – 1990 years – change of paradigm of education, theoretical substantiation of moral and value projection in combination of interests of the person, society and the state.

Analyzing the scientific works of domestic scientists we found the following main trends in the development of moral education in this period: the priority of communist education, belief in communist ideals and comprehensive development of the new man, ideologization, priority of external influences and collective forms of education, politicization, justification Marxism, purposeful assimilation of socially and ideologically oriented qualities by pupils, uniformity of programs of training and education, priority orientation of educational system and process of education on realization of needs of a society, perception of the pupil as object of influence [20].

New humane approaches appear in pedagogical thought in the late 80's namely the ideas of depoliticization and signs of worldview vacuum, liberation from class morality and the beginning of the national education system, development of variable concepts, educational systems, personality-oriented personality, justification of personality development as the main purpose of education, the inclusion of religious ethics in the content of education and so on. They proclaimed the individual as the highest value, free, capable of self-development and spiritual. The theory and practice of education began to raise questions about the positive and negative sides but after analyzing the literature of the past we saw the positive trends of the time.

In the Soviet school there was no separate subject “morality”. A feature of human moral development is the close connection of ethical knowledge with moral feelings. Listening to the teacher's story, reading books, the student perceives the material not only with memory but also with feelings. Therefore the teacher choosing the material necessarily seeks to influence the child's feelings, to arouse these feelings. In an effort to rethink the basic problems of human existence scientists emphasize the role of morality. The proposals of such scientists as G. Ball, I. Bekh, L. Vovk, S. Honcharenko, M. Yevtukh, O. Kyrychuk, T. Luryna, M. Oksa, T. Troitska and others are valid.

The main forms of organization of moral education were: verbal (reading, ethical conversations, lectures, lines, meetings, reports, readers' conferences, political information, debates, etc.); practical (excursions, Olympiads, hikes, competitions, hobby groups, sports days, etc.); visual (school museums, rooms and halls, the use of films and slides, art exhibitions, etc.).

Thus the analysis of historical periods showed that at this time formed clear views on the process of moral education. Ukrainian scholars have collected a large amount of factual and theoretical material on various aspects of moral education. It was found that the idea of education of moral personality appears as a form of thinking about morality, moral education of personality, morality in the socio-cultural context of the phenomenon of education which includes awareness of the purpose and prospects of further knowledge and transformation of reality.

The direction and content of the idea is determined by the influence of the social environment. It is because of this that it receives the status of a universal idea which presupposes realization in social relations and cannot be adequately understood outside the economic, social and spiritual life of society.

It was found that the causes of many educational problems of modern Ukrainian society are determined by the peculiarities of

educating the younger generation before Ukraine was declared an independent state as the education system of the USSR preferred ideologically oriented collective forms of worldview, behavior and moral feelings of young people “as builders of communism”. The main content of educational programs was the development of Soviet patriotism, socialist internationalism, communist attitude to labor (1977), productive labor (1984) and socially useful labor (1985) as components of comprehensive personal development.

The main historical preconditions of the idea of education of moral personality: pedagogical theories of education created for the education system of the late XX century, the civic-pedagogical movement of teachers-innovators; construction of the educational process on the basis of the methodology of communist morality, authoritarian methods formalized ethical influences; the need for methodological justification of the education of moral personality, new approaches and concepts [19]. Social (socio-political and socio-economic) – emphasizing at the end of the century the social need for education of moral personality in conditions of changes in pedagogical science and practice; the level of economic development, the need to provide various sectors of the economy with experienced professionals; the need for methodological justification of personal education, new approaches and concepts [16].

In the 90's the following forms of extracurricular work on moral education spread: clubs, various types of school activities, various competitions, conferences, reviews of amateur art. Very rarely were themed nights that would have a clear moral orientation. Methods of moral education: traditional (conversation, story, debate, approval, condemnation, illustration); innovative (self-government, problem search, situational role-playing games, socio-psychological training). Only the structural unity of parts and components that reflect the content, organizational forms and methods, and characterize the pedagogical impact and moral development of the individual will ensure the effectiveness of moral education.

Ukraine's declaration of independence took place on August 24, 1991. The period from 1991 to 2014 was marked by the creation of a national education system, understanding of pedagogical phenomena and constructs of moral education [18].

Large-scale innovations are being implemented in the primary education system. The new State Standard of Primary General Education approved by the Resolution of the Cabinet of Ministers of Ukraine № 462 of April 20, 2011 has powerful reformist content. Teachers must implement new approaches to the educational process where the student must be at the center. The reforms of the Ministry of Education and Science of Ukraine reflect the European integration aspirations that will lead to the adoption of the best standards of European educational and scientific tradition in Ukrainian society.

Modern moral education plays a leading role in building a democratic process. It is based on the best achievements of national culture and pedagogy, helps to stop social degradation, stimulates self-organization and personal responsibility of people being a guarantor of civil peace and harmony in society and teaches the younger generation to build a democratic state. Born in a new time and a new socio-cultural situation moral education has acquired new features that significantly distinguish it from the education of the totalitarian era: the process of educating the individual is carried out in the context of national and common human culture.

At the present stage all attention is focused on the New Ukrainian School. The Concept of the New Ukrainian School (2018) emphasizes that the upbringing process is an integral part of the educational process and will focus on universal values including moral and ethical (dignity, honesty, justice, care, respect for life, respect for yourself and other people) [11]. Therefore a key educational element is the example of a teacher who is called to interest the child through works of art which are the most effective means of educating the younger generation [17].

The concept of the New Ukrainian School envisages the formation of a person of high culture in which a deep theoretical and practical mind is harmoniously combined with true spirituality. The program of the New Ukrainian School in the approach to values provides updated forms and methods of organizing the educational process and is aimed at forming a school of values. In the New Ukrainian School life is organized according to the model of respect for human rights, democracy, and support for good ideas. Lubomyr Husar believes that now “young people should not be told what to do they will figure it out themselves. It is important to cultivate the right values in it and give the right guidelines”. Values are a condition for the formation of human and society. Values are formed every day, they can only be experienced and the child trusts what he sees. But we note that in society today there is no consensus on the conditional list and more or less agreed content of these values [8].

Education is carried out through end-to-end experience and is not limited to individual “morality classes”. The key educational element is the teacher who is called to interest the child. In the process of education the moral development of students is most effective. However there is no final solution to this question regarding moral education. The solution of this problem depends on the socio-economic and cultural state of society.

Ukraine is currently undergoing changes in the requirements for education and upbringing but society is still changing, its structure, ideology, organization. Society focuses on localization, religious exclusivity, preservation and protection of patriarchal canons, on the conservation of historical socio-cultural realities. All these processes lead to deep contradictions and to crisis situations in the state. Children live in a crisis in the field of book publishing, reducing the number of libraries, museums, film production. There is more child aggression which leads to an increase in juvenile delinquency, antisocial behavior.

In primary school purposeful pedagogical influence on the child is possible. It is important to determine the pedagogical conditions, methods, forms that would be most effective for the formation of moral knowledge, skills and abilities [14]. Complex processes of democratization and social problems in Ukraine affect the moral education of primary school children. There is a devaluation of universal values and the value-normative system is distorted. It is at the stage of primary school age that the base of moral behavior, moral beliefs and feelings is formed.

Moral education forms in the child moral values which are the concept of ethics and reflect the importance for the individual manifestations of morality as a regulator of socially appropriate behavior and is the embodiment of subjective activity-interested attitude to the implementation of moral norms and principles. Values include: humanistic human relations, ethical notions of justice and injustice, social and moral ideals, personal beliefs about the norms and principles of good human behavior, moral feelings (conscience, duty, honor, responsibility and dignity) [6].

There are new components that have changed the development of primary school students: reduced interest in learning, intellectual development precedes the development of motivation of volitional qualities, inability to coordinate their actions with school life, increased crime and “democracy” in dealing with teachers.

There are a number of disadvantages in the system of moral education today: insufficient knowledge of methods for determining levels of moral education, lack of consistency and systematic in the work of teachers, insufficient implementation of the principle of individual approach, uniformity of forms and methods of moral education, poor knowledge of moral personal growth.

Methods of moral education are persuasion, encouragement and training. Necessary skills and habits of behavior are developed, moral feelings are brought up. Moral education focuses on the individual as the main value of education, on the recognition of the uniqueness of each child, on humanism, respect for the

dignity and rights of the child, comprehensive development. These ideas are covered in the works of G. Vashchenko, A. Makarenko, M. Pirogov, S. Rusova, V. Sukhomlinsky, K. Ushinsky, P. Yurkevich, and others. According to V. Kremen, we should "refuse of compilation long-term programs, activities, plans, etc. in view of the education of a new person" [8]. It is necessary to pay attention to the unity and integrity of the pedagogical process where the educational system should occupy no less a position than the educational one. During moral education it is necessary to take into account the age, sex, character of the child, his physical and mental characteristics.

In today's society there is a rethinking of values which affects the formation of the moral personality of younger students. Values begin to form in the family – kindness, love, truth, justice, dignity, freedom, honesty, marital fidelity and care for loved ones, family relationships and ancestral memory. Through the book, content and ideological orientation of the artistic word under the skillful pedagogical guidance of teachers at school the child learns the elements of moral culture. Today it is difficult to interest a child in a book because he is very attracted to the computer world [15].

Scientists Y. Babansky and O. Savchenko are convinced that the educational process is closely connected with moral education. Y. Babansky believes that children master simple norms of morality learn to follow them in different situations. That is why in the conditions of a modern school when the content of education has increased in volume and has become more complicated in its internal structure the role of the educational process is growing. The content of moral concepts is due to the scientific knowledge that students receive by studying school subjects. Moral knowledge itself is no less important for the general development of students than knowledge of specific subjects [7].

In the modern scientific and pedagogical literature the concept of "pedagogical conditions" is very common. But no existing dictionary defines this term so there is a need to clarify the concept of "pedagogical conditions". This term is considered in the scientific works of many scientists (Y. Babansky, Y. Boychuk, L. Gorbatyuk, L. Dolnikova, O. Ionova, V. Lozova, I. Moroz, P. Oliynyk, I. Pidlasny, S. Khazova, I. Shimko, et al.) and each of them has its own vision and reveals different aspects of this category.

Scientists based on different features identify different groups of conditions. Thus Y. Babansky distinguishes two groups of conditions for the functioning of the pedagogical system in terms of sphere of influence: external (natural-geographical, general, industrial, cultural) and internal (educational-material, school-hygienic, moral-psychological, aesthetic) [9].

There are objective and subjective conditions according to the nature of the influence. Objective conditions that ensure the functioning of the pedagogical system include the legal base of education and the media act as one of the reasons that encourage participants of education to adequately express themselves in them. These conditions are changing. Subjective conditions that affect the functioning and development of the pedagogical system reflect the potential of the subjects of pedagogical activity, the level of coordination of their actions, the degree of personal significance of the target priorities.

According to the specifics of the object of influence there are general and specific conditions that contribute to the functioning and development of the pedagogical system. General conditions include social, economic, cultural, national, geographical and other conditions; to specific – features of the socio-demographic composition of the person being taught; location of the educational institution, material capabilities of the educational institution, equipment of the educational process; educational opportunities of the environment etc.

Thus pedagogical conditions are considered as one of the components of the pedagogical system which reflects the set of possibilities of educational and material and spatial environment

that affect the personal and procedural aspects of this system and ensure its effective functioning and development.

The essence of moral education is filled with new meaning and is reflected in socially oriented and personality-oriented theories. We agree with scientists that now it is necessary to improve the forms, methods and techniques of moral education of primary school students in Ukraine.

## 6 Conclusion

In this way in our work we have specified the concepts of morality, moral education, moral values. Attention is paid to periodization in the context of selected periods we have clarified the trends in the development of moral education. Having considered the different views of scientists on the problem of moral education we found out the rational ways and determined the pedagogical conditions for the introduction of promising pedagogical ideas for the education of moral personality. The results of this study create the preconditions for further research in the theory and practice of moral education.

The study of the pedagogical heritage of the Soviet period is very important as there is a selection of the most progressive ideas of education and coordination with modern features of the education system. Thus moral education is seen as a process of reflection of social moral values and is based on moral principles, norms and ideals. In the second half of the XX century moral education depended on the cultural, political, social conditions of society. There was an active restoration of the destroyed and construction of new secondary schools.

The main forms of organization of moral education at present: verbal (meetings, lines, lectures, reports); practical (hikes, excursions, competitions, contests); visual forms (school museums, rooms and halls). Methods – the organization of exercises in moral behavior, methods of persuasion, uniform requirements, encouragement and punishment, creation of educational situations. The introduction of the idea of educating a moral personality is complicated by external challenges which are due to integration processes and internal living conditions, the actualization of values often immoral with the priority of inhumane, material.

Since 1991 at the time of the proclamation of Ukraine's independence the goal of school education and upbringing has been the comprehensive development of man as a person and the highest value of society. During this period both traditional and non-traditional forms of moral education became common: clubs, interest clubs, various competitions; methods: traditional conversation, story, dispute, approval, condemnation, illustration; innovative – self-government, problem search, situational role-playing games, socio-psychological training, etc. The accumulated experience of creating educational pedagogical technologies requires careful attitude and selection of positive experience. In the second half of XX century educational institutions nurtured a highly moral personality, revealed the abilities of the younger generation, prepared for life in a particular social environment.

In the Concept "New Ukrainian School" the upbringing process is an integral part of the educational process and focuses on universal values. The teacher's example is a key educational element. Reforms of the Ministry of Education and Science of Ukraine are aimed at Ukraine's European integration. The system of quality assurance of education and training in accordance with European standards and recommendations is being developed.

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 conditions 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 article does not cover all aspects of the problem. Modern pedagogical conditions of efficiency of moral education of primary school children and also perfection of forms and methods of pedagogical activity need further development. There is a lack of recommendations for improvement, refinement of forms and methods, as well as introduction of new ones.

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**Primary Paper Section: A**

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