

Formation of a Scientific Worldview in Children of Primary School Age

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ABSTRACT

In the most general form, the concept of worldview is defined as a system of views, concepts of ideas about the surrounding world.

The worldview in the broad sense of the word includes all human views on the world around us: philosophical, socio-political, natural science, ethical, aesthetic, etc.

The formation of a scientific worldview in children of primary school age implies a child's understanding of what and why is happening in nature (why day follows night, why it rains outside, etc.).

Currently, in modern society, the formation of children not only a scientific worldview, but also aesthetic, moral and religious aspects of a scientific worldview is of great value. But, unfortunately, at the moment, the system of views and attitudes towards the world around children in our society is formed most often spontaneously and not always objectively.

The formation of a worldview depends, first of all, on the impact on the intellect, emotions, will, on the activity of the practical activity of the individual.

The intellectual component of the worldview presupposes a movement from the direct, sensual reflection of reality to abstract, conceptual thinking.

Emotional-volitional component. In order for knowledge to grow into beliefs, organically enter into the system of views, dominant needs, they must penetrate into the sphere of feelings and experiences. The willingness and determination of the individual to achieve the goal is directly related to the will.

Practically – an effective component. Educational work and social activities involve students in a wide range of social relations, equips them with diverse information and communication experience.

In 1982, at a symposium on the problems of worldview, MSU Professor M.I. Lisina justified the relevance of the problem of worldview in this way:

"Worldview is the most important quality of a person. The scientific worldview allows a person to work, participate in the cultural process at the level of the advanced achievements of his time and at the same time enrich culture, contribute to the further progress of mankind. That is why the question of the condition of purposeful formation of a scientific worldview in children is so relevant today."

The formation of a worldview as the most important quality of a harmonious personality is the ultimate goal of modern education.

Starting with L.S. Vygotsky, most authors rightly note that the worldview as a systemic personality neoplasm manifests itself at the beginning of adolescence.

But purposefully, the worldview in general, and natural science views in particular, begin to form from the first days of the child's admission to school. This leads to the need to develop the problems of forming a holistic scientific picture in children of primary school age.

In secondary school, students throughout the subject education in a certain system master the basics of the sciences of nature, society and man. They assimilate the leading ideological, historical, moral, aesthetic, ethical, ecological ideas and concepts, lay down beliefs, which is the scientific basis of the emerging self-consciousness, the worldview of the student.

Subjects of the natural science cycle have a special role. There are different approaches to determining the worldview, but all scientists agree on the importance of the formation of a person's worldview, which is realized through the educational process, so it should be built in such a way as to eventually lead to the formation of a scientific worldview among students. And the holistic process of forming students' scientific worldview is ensured through continuity in teaching, interdisciplinary connections.

Thus, the interrelation of the acquired worldview knowledge with fundamental personal formations is revealed: needs, ideals, value orientations.

The formation of a scientific worldview is a complex and multifaceted process. It follows that when planning the educational process, the teacher should think not only about what needs to be explained in the lesson, what experiences and examples to give, what tasks to solve. But also about how to make the most of the lesson with its content and methods in order to form the personality of a student with a clear scientific worldview.

The founder of Russian pedagogical science and the folk school of Russia, didact, psychologist K.D. Ushinsky put forward an important methodological position on the gradual age-related development of the worldview of younger schoolchildren, and then a more in-depth knowledge of the world by adolescents and youth in the process of mastering knowledge.

At an early age, students have a household level of perception of information obtained through life experience. As a result, they develop a perceptual (adequate) level of comprehension of reality.

In the pedagogical and psychological literature of the XX century, in the works of L.V.Vygotsky, S.L.Rubinstein, Yu.K.Babansky and other scientists, the process of developing students' thinking, their abilities to master knowledge, science is considered.

Initially, at preschool and primary school age, students perceive information at an emotionally-figurative, visually-effective and concrete-figurative level. Further, at the subsequent stages of adolescence, older age, this process becomes qualitatively deeper.

S.L. Rubinstein wrote: "A child develops by being brought up and learning. This is the basic law

of a child's psychological development."

He noted that every teaching concept that a teacher will form includes a certain concept of development, which is based on the corresponding theory of education. Consequently, in the process of learning, a child develops beliefs built on a certain educational system, his own point of view arises, abstract logical thinking develops and a system of generalized knowledge about the world around him and a person's place in it appears.

It will be advisable to characterize a number of the most important methodological principles that must be taken into account when forming a scientific worldview:

1. The principle of age-based approach in teaching and upbringing of children, based on taking into account the psychological, physiological, intellectual and other individual characteristics of students of different ages.
2. The principle of scientific approach based on the development of students' independent thinking based on the knowledge of the picture of the world, the essence of the latest discoveries in various scientific fields.
3. The principle of unity and integral totality of education, upbringing and personal development, the formation of her worldview: views, beliefs, ideals that determine value orientations in the surrounding social world.

Taking into account the principle of the age approach is an important component in the educational, educational activity of a teacher, and therefore has a significant impact on the process of forming a worldview. And the social and professional position of the teacher is the most important unity of the formation of students' scientific worldview.

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