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PEDAGOGICAL DIAGNOSTICS OF THE COGNITIVE SPHERE OF PRIMARY SCHOOL STUDENTS IN THE INTERACTION "CHILDREN- PARENTS"

Abstract. *The article is devoted to the problem of studying the level of formation of humane relationships on the part of younger schoolchildren according to the criterion "knowledge of humane relationships". Based on the fact that "humane parent-child relationships" are such two - way dynamic subject-subject interpersonal connections, the basis of which is the synthesis of moral knowledge, motives, feelings, which determines a conscious mutual emotional and value attitude of parents and children, which is steadily manifested in real behavior, the author defines a three-component structure of Humane relationships between parents and children of primary school age. It contains cognitive, emotional-value, and behavioral-activity components. Indicators of the cognitive component were determined: knowledge and ideas of children about the moral qualities of a humane person (kindness (cordiality), sensitivity, care, mercy, compassion, empathy); moral norms and rules of behavior that characterize humane relationships between children and parents; awareness of the need to perform certain duties in relation to parents, make meaningful moral decisions taking into account specific conditions. With the help of indicators of the cognitive criterion and a set of interrelated and complementary diagnostic methods and techniques (the author's questionnaire method, the "choice" method – a modified version of the game test task N.Shahay "Help Petrik", statistical methods of information processing) primary school students who participated in the contact stage of the experiment were conditionally divided into 3 groups. The first group was made up of primary school students who demonstrated full conscious knowledge about the concepts of "humane", "humane relationships", have a thorough knowledge of the moral norms and rules of behavior that determine humane relationships between children and parents, and are fully aware of the need to fulfill them in relation to parents. The second group includes children whose knowledge of the studied quality, norms of communication and behavior in the family was not sufficiently complete, fragmentary; children of this group are characterized by an incomplete awareness of the need to comply with certain moral norms and rules of behavior that determine humane relationships; their statements were often evaluative in nature. The third group was made up of schoolchildren whose answers showed the presence of incomplete and unconscious knowledge, not realizing the need to comply with certain moral norms and rules of behavior that determine humane relationships.*

The practical significance of the article lies in the fact that its materials can be used in the organization of educational work of general education institutions, training of teachers and pedagogical practice of students.

Keywords: *primary school students, parents, humane relationships, cognitive criterion.*

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ПЕДАГОГІЧНА ДІАГНОСТИКА КОГНІТИВНОЇ СФЕРИ МОЛОДШИХ ШКОЛЯРІВ У ВЗАЄМОДІЇ «ДІТИ-БАТЬКИ»

Анотація. Статтю присвячено проблемі дослідження рівня сформованості гуманних взаємин з боку молодших школярів за критерієм “Знання про гуманні взаємини”. На основі того, що «гуманні батьківсько-дитячі взаємини» - це такі двосторонні динамічні суб'єкт-суб'єктні міжособисті зв'язки, основою яких є синтез моральних знань, мотивів, почуттів, що зумовлює усвідомлене обопільне емоційно-ціннісне ставлення батьків і дітей, яке стійко виявляється в реальній поведінці, автором визначено трьохкомпонентну структуру гуманних взаємин між батьками і дітьми молодшого шкільного віку. Вона містить когнітивний, емоційно-ціннісний та поведінково-діяльнісний компоненти. Показниками когнітивного компонента було визначено: знання та уявлення дітей про моральні якості гуманної особистості (доброта (сердечність), чуйність, турботливість, милосердя, співчуття, співпереживання); моральні норми і правила поведінки, що характеризують гуманні взаємини між дітьми і батьками; усвідомлення необхідності виконувати певні обов'язки стосовно батьків, ухвалювати осмислені моральні рішення з огляду на конкретні умови. За допомогою показників когнітивного критерію та комплексу взаємопов'язаних і взаємодоповнюючих діагностичних методів та методик (авторської методики анкетування, методики «Вибір» – модифікованого варіанту ігрового тестового завдання Н.Шагай «Допоможи Петрикові», статистичних методів опрацювання інформації) молодших школярів, які брали участь у контактному етапі експерименту, було умовно розподілено на 3 групи. Першу групу склали молодші школярі, які продемонстрували наявність повних усвідомлених знань про поняття “гуманний”, “гуманні взаємини”, мають ґрунтовні знання про моральні норми і правила поведінки, що визначають гуманні взаємини між дітьми і батьками, повністю усвідомлюють необхідність виконувати їх стосовно батьків. До другої групи належать діти, знання яких про досліджувану якість, норми спілкування й поведінки в родині виявились не досить повними, уривчастими; для дітей цієї групи характерним є неповне усвідомлення необхідності дотримання певних моральних норм і правил поведінки, що визначають гуманні взаємини; їх висловлювання часто носили оцінковий характер. Третю групу склали школярі, відповіді яких засвідчили про наявність неповних і неусвідомлених знань, не усвідомлення необхідності дотримання певних моральних норм і правил поведінки, що визначають гуманні взаємини.

Практичне значення статті полягає у тому, що її матеріали можуть використовуватися в організації виховної роботи закладів загальної освіти, підготовки педагогів і педагогічної практики студентів.

Ключові слова: молодші школярі, батьки, гуманні взаємини, когнітивний критерій.

Introduction. Leading place among the current educational problems in the Ukrainian educational space is occupied by the problem of forming humane interpersonal relationships between parents and children. A prerequisite for the formation of such relationships is a disappointing situation of the modern family,

which, like the entire Ukrainian society, is now in a state of crisis, characterized by an increase in psychological tension, an increase in the number of stressful situations, a decrease in parental responsibility, an increase in alienation between parents and children. As a result, there is an increase in consumer sentiment of children, the level of aggression among them, the assimilation of a certain part of children of a violent behavior model, which is subsequently reproduced as quite acceptable in relationships with peers and the older generation. All this activates the need to strengthen family ties, in particular, increasing the requirements for the formation of interpersonal relationships between children and parents based on humanistic moral values.

Goals and objectives. The purpose of the article is to highlight the results of pedagogical diagnostics of the cognitive sphere of primary school children in interpersonal interaction with their parents.

Result of the pedagogical diagnostics of younger schoolchildren consisted in determining: knowledge about humanity, humane qualities (kindness, sensitivity, care, mercy, compassion, empathy), humane relationships; awareness of moral norms and rules of behavior that characterize the humane relationship of parents and children and their observance in the family; conditional groups of younger schoolchildren according to the levels of formation of Humane relationships with parents according to the cognitive component.

Research methods.

In order to obtain reliable data on identifying the features of the cognitive sphere of younger schoolchildren in interpersonal interaction "children-parents", we used a set of interrelated and complementary diagnostic methods and techniques, in particular: the author's survey methodology [2], the "Choice" method – a modified version of the game test task N.Shahay "Help Petrik" [2], statistical methods of information processing.

The ascertaining stage of the experimental work covered 535 primary school students from general education institutions in Kyiv city, Kyiv, Ternopil, Mykolaiv, Zhytomyr and Cherkasy regions.

Research results.

Finding out the levels of formation of the manifestation of humane relationships to parents on the part of children of primary school age, we took into account the psycho-physiological characteristics of children of this age. In particular, we took into account that an important feature of a child's development at this age is a change in their social position due to the fact that the child starts systematic learning, becomes a member of the school and class team. This leads to a change in the system of their relationships with other people, expands and deepens them. A child of primary school age has more opportunities for the formation of moral qualities and positive personality traits than, let's say, a teenager, because a primary school student is characterized by increased emotionality, trustfulness, a tendency to imitate, suggestibility, malleability, the presence of significant authority of adults (parents and teachers), which together creates favorable prerequisites for the formation of Humane parent-child relationships. However, we also took into account the fact that the character of younger schoolchildren is characterized by impulsivity and rapid mood swings, and actions – spontaneity and instability. Consequently, insufficient development of volitional processes, whims, stubbornness, insufficient stability of the system of moral qualities of younger schoolchildren can cause difficulties in forming humane relationships between children of this age and adults, in particular, parents [2, p.133].

Using the author's survey method [1, p. 134-135], it was found that only a small part of younger schoolchildren (only 14.4 %) demonstrated a fairly complete understanding of what kind of person is humane (through awareness of specific concepts of "kindness", "responsiveness", "mercy", "caring", etc.). According to the children of this group, a kind person is a person who "loves other people", "cares about others", "is attentive to others"; a sympathetic person – this is a "kind and well-mannered person", "who treats others well"; a caring person – this is the one who "cares about people and animals", "kind in soul". In general, 53.9% of primary school students provided correct but incomplete answers to the above questions. For

example, younger students in this group believe that a good person – this is a "beautiful and well-mannered" (Olenka M., 1st grade), "does not upset my mother and teacher" (Mariika S., 3rd grade); a sympathetic person – "kind, beautiful" (Maksym Sh., 2nd grade), "kind at heart, polite" (Nastia K., 4th grade), etc. Contradictory, incorrect answers (or complete absence) were demonstrated by 31.7% of primary school-age children. For example, they claimed that a good person – this is "a cheerful person and makes everyone laugh"; a caring person – "worries adults", "good"; 12.3% of children could not give any answer.

Formation of the knowledge of primary school students about the moral norms and rules of behavior that characterize humane relationships was tested using the "Choice" method – a modified version of the game test task N.Shahay "Help Petrik" [3, p. 34-35].

The distribution of primary school students by levels of knowledge formation about the norms and rules of Humane interaction (according to the test method "Help Petrik" is presented in Table. 1

Table 1

Levels of awareness of knowledge by younger students about the norms of Humane interaction in the family, %

Levels / Grades	1st grade	2nd grade	3rd grade	4th grade	Total
High (thorough correct knowledge, full motivated assessment of the situation, awareness of the need to perform certain responsibilities in the family)	12.1	12.3	13.3	14.0	12.7
Average (fragmented knowledge, incomplete motivated assessment of the situation, incomplete awareness of the performance of responsibilities in the family)	52.5	52.1	51.6	52.3	52.4

Low (incomplete knowledge, inability to formulate their own assessment of the situation, complete lack of understanding of their responsibilities in the family)	35.4	35.6	35.1	33.7	34.9
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So, according to the criterion "knowledge and ideas about humane qualities and humane relationships", 3 groups of younger schoolchildren were conditionally distinguished.

The first group was made up of children of primary school age, who showed the presence of full conscious knowledge about humane qualities, basic moral norms and rules of behavior that characterize the humane relationship between parents and children; awareness of the need to perform certain duties in relation to parents. There were 13.4% of such children. This group of children corresponded to a high level of formation of the manifestation of Humane relationships to parents in the cognitive component.

The 2nd group (53.2%) includes children of primary school age, whose knowledge of humane qualities, basic moral norms and rules of behavior in the family, which determine the humane relationship between parents and children, was not sufficiently complete and conscious; their statements were often evaluative in nature. This group of children corresponded to the average level of formation of the manifestation of humane relationships to parents according to the criterion of "knowledge and understanding of humane relationships".

The 3rd group (corresponds to a low level) includes children of primary school age who have demonstrated incomplete and unconscious knowledge or complete lack of it regarding humane qualities and humane relationships and the corresponding rules of behavior in the family. There were 33.4% of such children.

So, it can be stated that in general, children of primary school age are characterized by insufficient formation of the cognitive sphere in interpersonal interaction "children-parents".

Discussion. Today we have a problematic socio-pedagogical situation in the family, the essence of which is that, on the one hand, society needs to reproduce

not only the physical and intellectually developed, but also the socially, humanistically oriented young generation, and on the other, the number of families is growing that are not able to reproduce it in the current social conditions, to ensure the material and spiritual interests of children and parents in accordance with the humanistic needs of today. Difficulties in relations with children lead to the emergence of pedagogically insolvent families, in which parents try to show some activity in their upbringing, but do it clumsily. The educational impact is marked by inconsistency and is pedagogically unfounded. Most often, these parents are guided by their own experience, which they acquired in childhood in the parent family (authoritarian style, restriction of freedom, threats and punishments or permissiveness, indulgence of whims). This does not take into account that for the most part, parental attitudes and patterns of behavior due to inconsistency and confusion contain not only direct content, but also many hidden connotations, which causes a distorted perception of reality by the child, causes emotional disorders in them, leads to internal and external conflicts.

Therefore, modern research is urgently needed that would solve an important problem of forming humane interpersonal relationships between family members, in particular, between parents and children. This thesis is consistent with the Concept of a "New Ukrainian school" (2016), which, in particular, focuses on the new content of education, based on partnerships between students, teachers and parents, understanding the family as a subject of self-development and self-regulation, a system that has its own structural, functional and genetic connections [5].

The development of a child's cognitive sphere largely depends on the characteristics of their interpersonal contacts with his parents. In particular, researchers of the problems of family education of children L. Gonchar, L. Kanishevskaya, R. Malynoshevskiy, V. Shakhrai [1;2;6;7] claim that in families where the relationship between parents and children is marked by sensitivity and cordiality, respect and love, children are more effectively formed positive qualities – benevolence, empathy, the ability to resolve conflict situations, and so on.

Children from these families are more likely to be adequately aware of their image of the “I”, its integrity. Due to their sociability, these children are able to join peer groups in an active and positive form (with an authoritarian type of attitude of parents to children, the formation of these qualities can take distorted forms).

The scientific value for our research is the consideration of a humanistic model of family relationships. The analysis of studies on the problem shows that in western psychology this direction is represented by the concepts of A. Adler, R. Dreikurs, R. Campbell, A. Maslow, K. Rogers and others.

The humanism of education and training is considered by R. Dreikurs and K. Rogers as a rejection of compulsion, authoritarianism and imperativeness, by which we understand the peremptory fulfillment by students of the requirements of teachers or parents. The humanistic attitude of an adult to a child, according to the scientist, is manifested in the creation of such conditions of upbringing when it becomes conscious, free and independent. It logically follows that by their humane activities, the teacher and parents will encourage the child to consciously learn. Thus, we share the researcher's opinion that under the influence of humanistic motives of training and upbringing, a free person is brought up who is able to adapt independently in a team and society. That is, a person's lifestyle is formed on the basis of the right of their free choice, responsibility for the consequences of personal actions [8; 9].

The results of our research [1;6] show that in recent years there has been an increase in certain positive trends in the educational potential of the Ukrainian family. First, the number of parents who prefer a democratic style of family education is increasing. Secondly, there is an activation of the desire of parents to improve the level of their pedagogical culture as a prerequisite for building favorable relations with children, improving their upbringing. Third, such a positive trend as the involvement of parents (dads) in the life of their child is increasing. If earlier the father was considered only an assistant to the mother, now he appears as a "full-fledged" father, whose contribution to education is not limited to the functions of teaching and control, but also contains emotional communication with the child,

starting from the first days of their life. The new model of fatherhood has a positive impact on the personal development of children of both sexes, ensures self-realization as an individual, and contributes to the full development of society as a whole.

Conclusions. The article highlights certain positions of pedagogical diagnostics of primary school children on the problem of forming humane interpersonal relationships in the family.

The reliability of the research methods used is confirmed by the results of experimental activities, comparison of the research results with other samples, which allowed us to identify the main problems, trends and ways to solve them.

According to the results of our research, it was found that the most numerous is the group of primary school children who are characterized by fragmented knowledge, incomplete motivated assessment of the situation, incomplete awareness of the performance of duties in the family (the average level of formation of Humane parent-child relationships according to the cognitive criterion indicators). The number of younger students who demonstrated incomplete knowledge, inability to formulate their own assessment of the situation, and complete lack of understanding of their responsibilities in the family turned out to be quite significant. It was established that the reason for this is the presence of a number of shortcomings in the family upbringing of children of the studied category, namely: hyper- or hypo- care over children, inability to solve conflict situations, lack of a reasonable combination of love and demands on the child, low level of parental competence, insufficient educational and pedagogical potential, authoritarian communication style, inability to intelligently organize family life, etc.

The practical significance of the article lies in the fact that its materials can be used in the organization of educational work of general education institutions, in the process of pedagogical practice of students.

The conducted research does not exhaust all aspects of the problem under study. Further study requires formation of Humane relationships in different types of families, study of the problem of interpersonal relationships between parents and

children in the interaction of family and school; formation of humane relationships in different types of families.

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Стаття надійшла до редакції

Стаття прийнята до публікації

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Педагогічна діагностика когнітивної сфери молодших школярів у взаємодії «діти-батьки»

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