



**PEDAGOGY AND PSYCHOLOGY OF POSTMODERNISM:  
VALUES, COMPETENCE, DIGITALIZATION**

**ПЕДАГОГІКА І ПСИХОЛОГІЯ ПОСТМОДЕРНІЗМУ:  
ЦІННОСТІ, КОМПЕТЕНТНОСТІ, ДІДЖИТАЛІЗАЦІЯ**

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ПОСТМОДЕРНІЗМУ: ЦІННОСТІ,  
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**За науковою редакцією професора Ганни Цвєткової**

**PEDAGOGY AND PSYCHOLOGY OF  
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**According to the scientific edition of Professor Anna  
Tsvetkova**

Collective Monograph

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**ПЕДАГОГІКА І ПСИХОЛОГІЯ ПОСТМОДЕРНІЗМУ: ЦІННОСТІ, КОМПЕТЕНТНОСТІ, ДІДЖИТАЛІЗАЦІЯ:** колективна монографія / за наук.

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Видання адресоване вченим-дослідникам, вихователям, учителям-практикам, науковцям-початківцям і всім небайдужим до проблем дитинства, виховання, формування національно-культурної ідентичності, розвитку освіти України у столітті цифровізації та глобальних, пандемічних викликів.

**PEDAGOGY AND PSYCHOLOGY OF POSTMODERNISM: VALUES, COMPETENCE, DIGITALIZATION:** Collective Monograph

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The presented monograph deals with topical issues of modern psychological and pedagogical education: comparative aspects of the formation of the national and cultural identity of the individual; innovative projects of scientists; trends in the development of preschool and primary education in the era of postmodernism; topical issues of training a competent future professional teacher; problems of postmodern digitalization of education in practical constructions; adult learning in non-formal education.

The publication is addressed to research scientists, educators, teachers-practitioners, new scientists and all those who are not indifferent to the problems of childhood, education, formation of the national and cultural identity, development of education in Ukraine in the age of digitalization and global pandemic challenges.

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## WORLDVIEWS AS A WAY OF APPROPRIATION VALUE ORIENTATIONS AND SPIRITUAL DEVELOPMENT

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**Abstract.** *The key purpose of the study was to conduct a survey of children of senior pre-school and primary school age with the help of a diagnostic interview «Factors of the child's choice of socially significant values». Structural and dynamic qualitative characteristics of the phenomenon of «value orientations» are represented by the unity of its components: 1) cognitive; 2) emotional; 3) behavioral. The sample of respondents consisted of children from various regions of Ukraine; total number – 153 children: 95 of senior pre-school age, 58 of primary school age. The data showed that the majority of Ukrainian pre-school and primary school children who took part in this study have a high and above-average level of formation of worldviews. The analysis of emotional, cognitive, and behavioral manifestations of the worldview made it possible to generalize the typical characteristics of groups of children based on the formation of the picture of the world.*

**Keywords:** *cognitive; emotional; behavioural components; worldviews.*

**СВІТОГЛЯДНІ УЯВЛЕННЯ ЯК ШЛЯХ ПРИВЛАСНЕННЯ ДИТИНОЮ  
ЦІННІСНИХ ОРІЄНТАЦІЙ ТА ДУХОВНОГО РОЗВИТКУ**

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**Анотація.** *Ключовою метою дослідження було проведення опитування дітей старшого дошкільного та молодшого шкільного віку за допомогою діагностичної співбесіди «Фактори вибору дитиною соціально значущих цінностей». Структурно-динамічні якісні характеристики явища «ціннісних орієнтацій» представлені єдністю його складових: 1) когнітивної; 2) емоційної; 3) поведінкової. Вибірку респондентів склали діти з різних регіонів України; загальна кількість – 153: 95 старшого дошкільного віку, 58 молодшого шкільного віку. Дані показали, що більшість українських дітей дошкільного та молодшого шкільного віку, які брали участь у дослідженні, мають високий і вище середнього рівень сформованості світогляду. Аналіз емоційних, когнітивних та поведінкових проявів світогляду дав змогу узагальнити типові характеристики груп дітей на основі формування картини світу.*

**Ключові слова:** *когнітивний; емоційний; поведінковий компоненти; світогляд.*

**Introduction.** One of the basic principles of pre-school education is to familiarize children with socio-cultural norms, traditions, and values of the family, society, and the state. Moral education is one of the main tasks of almost all pre-school education programs. As a result, the choice and rational use of various methods of forming the moral values of children is currently one of the urgent problems of pre-school education.

Over time, the child gradually masters the norms and rules of behavior and relationships accepted in the society, appropriates to himself the ways and forms of interaction, expressions of attitude to people, nature, to oneself. The result of moral education is the emergence and affirmation of a certain set of moral qualities in the

personality. And the more firmly these qualities are formed, the fewer deviations from the moral foundations accepted in society are observed in the individual, the higher is the assessment of his morality by others.

The analytical review of research materials on the problem of personality development revealed that one of the leading trends in the educational situation today is the transition to a value paradigm which proves the increased attention to the formation of the value semantic sphere of the child.

The issues of the formation of the worldview in children of different ages remain relevant in the modern world. The analysis of scientific literature makes it possible to identify the most significant factors influencing the development of the worldview in children: the presence of a healthy atmosphere in the family, close communication with parents and relatives, efficiently organized child's daily routine, creating sufficient conditions for their games, rest, nutrition, development of aesthetic taste, speech, visiting exhibitions and theatrical performances, etc.

The formation and development of a child's personality is a process and result of upbringing, socialization, and self-development. It is known that the basis of spiritual and moral development is the culture of the society, family, and educational institution—the environment in which the child lives, in which the formation and development take place. Culture is, first of all, a system of values enshrined in traditions. It is necessary for the satisfaction of spiritual needs and the search for higher values.

Pre-school age is a special time in the formation of a personality when the foundations of spiritual and moral values are born. During this period, an emotional attitude to spiritual and moral values is firstly formed in the child's life. The features of the formation of the worldview of pre-schoolers were considered in developmental psychology by Vygotsky (1991), Leontiev (1992). The value formation in pre-school children and spirituality are the issues that are widely researched as well.

One of the major obstacles to understanding the essence of spirituality is trying to connect it only with certain areas, aspects of human life, such as religious faith, attitudes toward works of art, literature, moral issues, human relationships. Overcoming this obstacle involves understanding one of the defining features of spirituality, which is its universal nature manifested in human activity and behavior. So, everything that a person does, the way he/she behaves, needs, and values that motivate his/her activity, can be assessed from the standpoint of spirituality.

Considering the specifics of spirituality, its universal, all-encompassing nature, there is reason to believe that this feature is inevitably manifested in personal characteristics. The theoretical analysis of the essence of spirituality (*Pirozhenko et al., 2016; 2017; 2020*), Ukhtomsky (1996) shows that value orientations are directly or indirectly connected with a person's attitude to himself and another person, with the problem of morality and ethics.

Values are manifested in three forms of existence: 1) act as a social ideal, as an abstract idea of the attributes of what should be in various spheres of social life, developed by public consciousness; such values can be universal, «eternal» (truth, beauty, justice); 2) appear in the form of works of material and spiritual culture or human activity—specific object-based incarnations of social value ideals (ethical,



political, legal, etc.); 3) social values, refracted through the prism of individual life, included in the psychological structure of the personality as personal values – one of the sources of motivation for the behavior. There is a distinction between material and spiritual values; human and domestic values; family, professional and corporate values.

In a pre-school age, emotions and feelings are of particular importance in the appropriation of moral values. Moral values are reflections of people's real relations to each other and to various forms of the society's life in the form of a set of principles, rules, norms, assessments that regulate communication and behavior of people to achieve the unity of public and personal interests.

It should be emphasized that value orientations occupy a special place in the spirituality of the individual with aspirations, hopes, perception of the world, awareness of the meaning of life, purpose, and understanding of motives in various activities.

The universal nature of the manifestation of value orientations as regulators of life is taken into account in the organization of the research, in which a meaningful holistic picture of the child's world, worldviews, and values are analyzed in various areas of activity such as «Man and Nature», «Man and Society». «Man and Culture», «Man and the Universe», «Man, Science and Technology» through the characteristics of the child's outlook, cognitive interests, depth of knowledge, ranking of their choices.

**Literature review.** The theoretical and methodological analysis of the problem of formation of value orientations of a pre-school age child directs the worldview of the child in several related complementary concepts: worldview – picture of the world – attitude to reality.

The pre-school and younger school age is distinguished by deep potential opportunities for worldview spiritual development. If the parents provide spiritual and moral support developing the value sphere of the child, then the acceptance of values at an older age will be harmonious, the vision of the world will be positive and adequate, and the behavior will be prosocial (*Katrenka, 2017: 56*).

The process of the formation of spiritual and moral values in primary school children must be monitored, timely corrective work, psychological education, and counseling of parents and teachers must be carried out. Value orientations are reflected in the child's worldview. The common opinion of scientists about the beginning of the formation of a person's worldview is childhood – the early, pre-school period of gaining life experience.

In the modern scientific literature, the concept of «Child's worldview» is the child's inner view of the world in its integrity, diversity, relationships, and interdependencies; awareness of the importance of the world in life; the ability to see the main thing in it, to feel, to look around, to discover, to enrich one's life ideas, impressions, experience; to understand the meaning and value of the world, the importance of oneself for the people around, to solve problems constructively.

Karpenchuk (2005) argues that the worldview is a generalized system of views, beliefs, ideals in which a person expresses his/her attitude to the surrounding natural and social environment. The formation of the child's worldview involves the creation

in his/her mind a holistic view of the world, a person's place in it, the formation of his/her self-esteem.

The system of current value orientations of the senior pre-schooler indicates the extent to which the activity and experience of the child's behavior can be used for new developmental tasks in mastering new activities, establishing new social contacts with adults and peers.

The process of formation of value orientations of a pre-school child is an answer to the question of how the social world becomes accessible to analysis, understanding, and appropriation by the child. The generalized conclusion on this path confirms that the choice is made through the course of emotional states (interest, surprise, admiration) and more complex emotional feelings (ethical, aesthetic, intellectual), based on mind, is realized through activities that accordingly require the child to develop the qualities of volitional regulation.

Characteristics of the system of existing in real life senior pre-schoolers values are presented in two directions: the scope and content of the value system that exists in the children's subculture of life («Child's values») and psychological features of the process of formation of values in a pre-school child («Structural and dynamic characteristics of value orientations»).

Structural and dynamic qualitative characteristics of the phenomenon of «value orientations» are represented by the unity of its components: 1) cognitive component that characterizes the content, saturation of the value system of the child and consists of evaluative judgments, knowledge of reality and himself; 2) the emotional component that characterizes the subjective, personal attitude to the subject of evaluation in the surrounding natural and social reality; 3) behavioural component, which characterizes the degree of inclusion and saturation of evaluative judgments in the real life of the child and is analyzed by the degree of formation of volitional, regulatory mechanisms of the child's behavior in various specifically children's activities.

Thus, the methodological tools take into account the emotional attitude to value, the knowledge component (worldviews), and the behavior in the real life of the child. Modern researchers emphasize the importance of formation environmental ideas in children from an early age to pre-school age and teaching about men and nature, how they interact with each other and fit together (*Davranova, 2021*). It is essential to equip children from an early age with ecological knowledge of nature conservation and familiarize them with nature, enriching their perception of existence, developing their worldview, independent thinking skills, and spiritual feelings.

The importance of environmental awareness, as well as environmental worldview at the present stage of development of the society and the organization of ecological education of pre-school children, is crucial as stated by Demidov et al. (2019).

Another direction of the modern research discusses worldview formation and religious types of worldviews associated with the cognitive development, social learning, and socialization of children (*Helve, 2015*).

Appleton (2020) suggests that children and adolescents need spiritual nurturing and teaching to instill a biblical worldview and to make possible the development of lifelong spiritual formation.

Zdanevych et al. (2020) in their study emphasize the unification of methods of moral and ethical education of children and the development of the educational model that would contribute to the child's optimal understanding of basic moral principles.

**Methodology.** To identify the specifics of the manifestation of psychological and pedagogical factors of acceptance of values by a child of senior pre-school age, the following methods were used in the study: theoretical analysis of the problem, methods of interactive educational technologies, questionnaires, interviews, and observation method. in situations of a child's choice of various forms of subject-practical, game, cognitive, visual activity and communication, structural and semantic analysis of the products of creative activity of a senior pre-schooler; mathematical methods of statistical verification of information. Statistical techniques: determination of the average score of the presence (appropriation) of value orientations in a child for all series of observations; segmentation by the level of feature; calculation of relative and absolute deviation of values, comparative analysis of the obtained data. Calculations were performed in MS Office Excel.

To resolve theoretical and experimental problems, a set of diagnostic tools was designed for psychological analysis of the system of existing real-life values in two directions – the scope and content of the value system that exists in the children's subculture of life («Field of values» of the child) and psychological features of the process of value formation in pre-school children («Structural and dynamic characteristics of value orientations») (*Pirozhenko et al., 2016; 2017*).

Diagnostic tools take into account the specifics of the problem of formation of value orientations of pre-school children, namely, include the criteria characteristics and the degree of their manifestation in children in terms of structural integrity. The usage of «Express diagnostics of pre-schoolers “value orientations”», observation maps: «Indicators of the level of development of the activity structural component of value orientations», «Indicators of the level of manifestation of pre-schoolers values in real and game relations» allows: 1) to determine the span of values based on the analysis of different situations; 2) to determine the features of its structural characteristics and the effectiveness of values in real life of children.

To choose and explain their choice, children are offered the values from different areas of human relationships with the world. These are the modalities of activity in the field of «man – man», «man – nature», «man – technology», «man – art», in the analysis of which the child is asked to determine their attitude to the following values:

- **terminal:** family, happiness, health, friendship, the beauty of nature, beauty of art, the beauty of technology, external beauty, creativity, money;
- **instrumental:** empathy, independence, curiosity, purposefulness, confidence, courage, persistence.

To survey children of senior pre-school and primary school age, a diagnostic interview «Factors of the child's choice of socially significant values» was designed. The first block of the diagnostic conversation comprises the question of

«Acquaintance. General information». The following questions specify the field of worldviews of the child through the cultural and aesthetic sphere of his life and situations of uncertainty (worldviews in action): «Have you ever been to a theatre, an exhibition, a game center? How often do you go there? Tell me about it.»; «What are the rules of conduct that must be followed when in public? Do you think it is always necessary to follow them?»; «In a place where there are a lot of people, it is possible to get lost, if so, what will you do? Who will you turn to for help?»

The child's choice of values is analyzed by indicators: modality – a manifestation of emotional and value attitude towards themselves, others, and the world around them. General ideas about the value that exists in the world – knowledge, ideas about the phenomena of the surrounding reality. Behavioural manifestations – specific actions of the child in everyday life, what the child pays attention to, what he considers, what he is guided by, how he explains his actions and deeds.

The recorded responses of children during the quantitative processing of the obtained empirical data were scored. The data obtained in the conversation with the child were supplemented by observational materials and joint interaction with the child in various activities and was evaluated according to the criteria presented in the «Express diagnosis of pre-schoolers values», observation maps: «Indicators of the level of activity of structural component of values». «Indicators of the level of manifestation of values of pre-schoolers in real and game relationships».

**The procedure** of the survey involved fixing children's choice of socially significant values in two stages. In the first, the child chose from a list of terminal and instrumental values 8 important ones. The observer recorded which values were selected. In the second stage, the child chose the 4 most important for him/her from the 8 already selected. The experimenter fixed the order of choices (ranking).

Based on these data with the help of psychometric methods and methods of mathematical statistics the rating of socially significant values for children of this age was determined. This ranking of values (rating) made it possible to assess the choice of each child by the coincidence of significance with the rating value.

**Participants.** The sample of respondents consisted of children and their parents from various regions of Ukraine. Total number – 153 children: 95 of *senior pre-school age* (22 – are brought up at home, 73 – attend pre-school educational institutions); 58 of *primary school age* (all of them study in the 1st grade of secondary schools).

Theoretical analysis and experimental study of the phenomenon of worldviews as a factor in the child's acceptance of value orientations allows us to make the following conclusions: happiness, family, friendship, and the beauty of nature are the most important socially significant values for both pre-schoolers and first graders.

The child in the senior pre-school age is capable to consciously allocate socially significant values and can differentiate «good» or «bad» and consciously choose «good», explaining the choice. For example: «It is impossible to be happy without a family» or «Happiness is when you have a mother, a father, a brother, and a sister».

Socially significant values are learned by children on the cognitive (can explain what it is; has an idea), on the emotional (I know that's right), and behavior (guided in everyday life) levels. Through the picture of the child's world, we can «see» the level of formation of the child's attitude to life, to himself (self-esteem, level of demands), to other people, which is manifested in values.

Worldviews are related to all mental achievements of the senior pre-school aged; at the same time are the basis and result of gaining life experience of the child; can act as an indicator of the psychological maturity of the child.

**Results.** Statistical confirmation of rank choices of socially significant values and the formation of the emotional component characterizes the subjective, personal attitude to the subject of evaluation in the surrounding nature and social reality and is manifested through the degree of emotional saturation in evaluative judgments and knowledge. The child's ability to choose and accept socially significant values depends on the child's cognitive development and is manifested through the content, saturation of evaluative judgments, knowledge of the surrounding reality and himself, i.e. concepts that mean the system of values of the child.

The study shows that the majority of pre-school children attending pre-school educational institutions (87.64%) and secondary school (89.07%) have sufficient indicators of the level of formation of ethical instances in the interaction *child-adult*, which indicates the assimilation of ethical norms of social relations, the presence of ideas about themselves as the object and subject of social relations,

In our study, we distinguish the following dimensions based on the qualitative characteristics of the manifestations of worldviews: a formed picture of the world (high level – 5 points); expressed worldviews (above average – 4 points); present worldviews (medium level – 3 points); limited worldviews (below average – 2 points); fragmentary worldviews (low level – 1 point).

Quantitative analysis of empirical data allowed us to track what values are accepted at the behavior level by children aged 5 to 7 years, depending on the formation of worldviews and under the rating of acceptance of socially significant values. It was found out that for children with the formed picture of the world such values as «family», «happiness», «health» are significant (accepted) in quantitative indicators from higher to smaller. For children with expressed worldviews these values are «health», «beauty of nature», «family». Children who have a medium level of formation of worldviews – «money», «health», «family» are the significant values.

We characterize the levels of formation of worldviews of children of six or seven years of age, who are brought up in pre-school and primary education institutions at the present stage. A high level of formation of worldviews was determined in 52.60% of respondents (81 children); above average – in 20, 78% (32 children); medium – in 18.18% (27 children); below average – in 8.44% (13 children). From the general sample of respondents (153), none – with a low level of worldviews was found.

The analysis of emotional, cognitive, and behavioral manifestations of the worldview made it possible to generalize the typical characteristics of groups of children based on the formation of the picture of the world Table 1 below.

Table 1.

**Formation of worldview in children of senior pre-school and primary school age**

<b>Level</b>	<b>Respondents (in % and number)</b>	<b>Cognitive component</b>	<b>Emotional component</b>	<b>Behavioral component</b>
<b>High</b>	52.60%  (81 children)	the holistic view of the world; knows that everything in the world is interconnected;  knows about the fluidity of life (past, present, future); has life plans, goals; is determined by his/her aspirations.	emotionally receptive;  has a positive attitude;  a formed system of value orientations;  is optimistic.	tries to defend his position calmly and tolerantly;  behaves adequately and flexibly in unfamiliar or complicated life situations; making decisions, focuses on the possible consequences.
<b>Above average</b>	20,78%  (32 children)	knows that everything in the world is interconnected;  knows about the fluidity of life (past, present, future); has vague life plans, goals;  is not determined by their aspirations.	positive attitude to self and one's inner world;  emotionally receptive;  almost always positive;  optimistic.	tries to defend his position through dominating; behaves adequately in difficult life situations;  making decisions focuses on the possible consequences.
<b>Medium</b>	18.18%  (27 children)	knows that the world consists of nature, objects, people, about the fluidity of;  has vague life plans, goals;  is not determined by his/her aspirations.	in most cases emotionally receptive;  almost always positive;  has a smooth or anxious state of health.	tries to defend his position through domination, sometimes by force; adequately behaves in difficult life situations; in decision-making focuses on the possible consequences



<b>Below average</b>	8.44%  (13 children).	knows about the fluidity of life (past, present, future); can express his views only with the help of an adult; has no clear life plans, goals, is not determined by his/her aspirations.	emotionally unresponsive; almost always negative; has a smooth or anxious state of health.	tries to defend his position through dominance and force; is mistaken in the differentiation of good and evil; in decision-making does not focus on the possible consequences.
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A child with fragmentary worldviews (low level of formation) has certain ideals, which are mostly related to material rather than moral and spiritual values; rude; almost always negative; has pragmatic desires; the elementary system of value orientations has not been formed; has a worried, excited state of health; feels difficulty expressing his/her views, even with the help of an adult; has no clear life plans, goals, is not determined by his/her aspirations. Such children behave inappropriately in unfamiliar or complicated life situations; when making a decision, he/she does not care about the possible consequences (approval, resistance, punishment, etc.).

In this research, the values were grouped based on the children's choice of values. Subgroup I was with the largest quantity of choices, subgroup II – average, and subgroup III was with the lowest quantity of choices. The scope of socially significant values (which is important for a child) for older pre-school children who are brought up in pre-school educational institutions are as follows: I subgroup – happiness, family, the beauty of art; II subgroup – independence, the beauty of nature, money; Subgroup III – health, empathy, determination.

The scope of socially significant values of children brought up in the first grades of the secondary school comprises I subgroup – health, family, the beauty of nature; II subgroup – creativity, money, courage; Subgroup III – independence, friendship, perseverance.

Analysis of the difference between the choice of socially significant values of children of senior pre-school and primary school age indicates the following differences: among respondents of senior pre-school age with a score of «3 points» (the highest rating values) 34.74% (33 people) were identified; with a score of 2 points) – 43.16% (41 people); with a score of «1 point» – 22.11% (21 people).

Among the sample of respondents of primary school age with a score of «3 points» (the highest rating values) 18.97% (11 people) were identified; with a score of 2 points) – 56.90% (33 people); with a score of «1 point»– 24.14% (14 people).

In the sample of respondents of senior pre-school age and primary school age, the most different shares of the distribution of assessments of the choice of socially significant values are assessments of the choice of high-rated values. This difference in the relative data is 15.77% in favor of older preschoolers. The difference in

estimates of the choice of values of the average rating is 13.74% in favor of primary school pupils. The shares of assessments of the choice of low-rated values in groups of respondents are close in value. The difference is only 2.03% in favor of primary school pupils.

Characteristics of children's choice of socially significant values by the levels of formation of worldviews indicate a direct relationship between the levels of formation of worldviews in older pre-school children and assessments of the choice of rating socially significant values. Children with a high level of formation of worldviews and a level above the average choose values with a high and average rating index.

Children with a low level of formation of worldviews and a level below the average choose values with a low and medium rating index. 55 children have a high level of formation of worldviews, 7.27% of them have low-rated values, 45.45% have high-rated values. The level of formation of worldviews is below average for 8 children, of which 50.00% have assessments of the choice of low-rated values, and 12.50% – assessments of the choice of high-rated values.

Comparing the data within the age groups of respondents, it should be noted that younger school pupils have a more expressed choice of values of the average rating. And only in the extreme groups «formed worldviews» and «limited worldviews» there is a significant difference in the assessment of choice (28% and 60% of assessments of the choice of low-rated values, respectively).

The influence of the social situation of development (preschool educational institution/school) can be considered as an external factor of the child's acceptance of socially significant values. According to the results of the survey, the following points can be stated: among children aged six-seven, who are brought up in different educational institutions (pre-school and primary), terminal and instrumental values were distributed proportionally: 6 out of 9 terminal, 3 out of 9 instrumental.

The significant values in older pre-schoolers and first-graders by 50% (5 out of 9) coincide. In this case, the pairs of different values coincide in type (terminal or instrumental). This gives us the reason to state that the qualitative side of the «field of values» remains unchanged in the transition phase from pre-school and primary education.

**Discussion.** The difference between the high level and the level above the average of formation of worldviews of children is visible. This may be a child's reaction to the adaptation period of the beginning of school, expressed by a change in the leading type of activity, increased intellectual load, the way of organizing lessons system, and a new children's team.

Characteristics of children's choice of socially significant values under the levels of formation of worldviews indicate a direct relationship between the levels of formation of worldviews in older pre-school children and assessments of the choice of rating socially significant values. Children with a high level of formation of worldviews and a level above the average choose values with a high and average rating index.

The children with a low level of formation of worldviews and a level below the average choose values with a low and medium rating index. The analysis of the

values that children choose depending on the level of formation of worldviews confirmed the already outlined trend. Children of senior groups of pre-school education, as well as children of the first grades of school with a high level of formation of worldviews, choose values that occupy higher ranking places, and children with fragmentary worldviews - values with low ratings.

The quantitative analysis of empirical research data correlates with the law of normal data distribution, which gives us reason to consider the worldview of a pre-school child as an internal psychological factor in the child's acceptance of socially significant values.

The influence of the social situation of development (pre-school educational institution/school) can be considered as an external factor of the child's acceptance of socially significant values, which does not have a considerable influence on the child at the beginning of school life. Thus, the analysis of psychological and pedagogical literature and the empirical research allowed us to state that worldviews guide the process of adoption value orientations by the child, which determines the spiritual growth of the individual. Worldview value orientations as a component of the system of spiritual values are the basic formation in the structure of consciousness and self-consciousness of the individual and determine the further development of the human essence of the self-concept of personality.

**Conclusion.** In conclusion, the essence of the formation of worldviews in pre-school and primary school children is a task of great importance. Theoretical analysis and experimental study of the phenomenon of worldviews as a factor in the child's acceptance of value orientations showed that happiness, family, friendship, and the beauty of nature are the most important socially significant values for both pre-schoolers and first graders. The following dimensions of worldviews were distinguished in this research: a formed picture of the world (high level); expressed worldviews (above average); present worldviews (medium level); limited worldviews (below average); fragmentary worldviews (low level). The data showed that the majority of Ukrainian pre-school and primary school children who took part in this study have high and above-average levels of formation of worldviews. The present study irrespective of its rich data, comprehensive results, and findings has certain limitations: geographical locale and sample. In future research, it is important to increase the number of participants, a comparison of the levels of formation of worldviews between girls and boys might be done, a cross-cultural study is needed as well.

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