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THE ROLE OF THE NATIVE LANGUAGE IN THE INTELLECTUAL DEVELOPMENT OF CHILDREN IN THE WORKS OF PROMINENT UKRAINIAN PEDAGOGUES

The article analyzes the problems of establishing the Ukrainian language as a state one in the conditions of development of an independent Ukraine. Asset 7 of the new Law of Ukraine "On Education" led to the deterioration of good-neighborly relations with Hungary, Moldova, Romania and other countries. It is grounded that asset 7 of the Law of Ukraine "On Education" does not protect fully the Ukrainian language, and not create the necessary conditions for its unceasing development. At the same time, this article does not prohibit the development of languages of national minorities and indigenous people. In this wording, this article will not solve the main task concerning the Ukrainian language as a state one: every citizen of Ukraine should know and use the state language.

In addition, the article substantiates that the child will be intellectually developed only in his or her native language. For this purpose, we use the researches of prominent Ukrainian educators I.Ohienko, K.Ushinsky, V.Sukhomlynsky, and the eminent Ukrainian historian M.Hrushevsky.

Key words: the Ukrainian language, native word, intellectual development, education, training.

The article deals with the problems of the establishment and development of the Ukrainian language in the current conditions. Four years later, the Constitutional Court needed to abolish the infamous Law of Ukraine "On the Principles of State Language Policy", which was of anti-state character. On the pages of Ukrainian weekly press "Literary Ukraine", "Word of Enlightenment" and others there is a desperate pressure on the Verkhovna Rada of Ukraine to accelerate the adoption of the new Law of Ukraine "On Languages in Ukraine". Famous scholars, writers and politicians are sending special letters to the President of Ukraine, the Speaker of the Verkhovna Rada, the Prime Minister on the curtailment of the functioning of the Ukrainian language in the information space, in periodicals, bureaucracy offices and in education. This inconsistent and uncertain policy of the current government regarding the development and functioning of the Ukrainian language on the territory of Ukraine has led to an aggravation of relations with neighboring countries. The main reason for which was Asset7 of the new Law of Ukraine "On Education". On the one hand, this article confirms the Ukrainian language as the only state one in education of Ukraine. On the other hand - very delicately and uncertainly it encourages the students of minorities and indigenous people to study subjects in the state language at least from the fifth grade and, of course, to study their own language. That is, in elementary school children of national minorities and indigenous people will learn in their own language, and the Ukrainian language will be taught as a subject. In our view, this approach will not allow minority children and indigenous people to successfully study in the state language in secondary school, as well as to understand and master it well.

Using the research of prominent Ukrainian educators in the article, it is substantiated that mother tongue has a decisive role in the development of intellectual tools of children for their further successful training.

We set up a task how to resolve the contradiction between the need to develop a child in his native language (for example, Hungarian, Romanian, etc.) and teach the child in the language of the country in which the parents live permanently.

It is best to borrow experience from national minorities living in Canada, the United States of America, Australia and other countries. Parents communicate with their children in their native language at home and thereby provide their optimal mental development. In parallel with their mother tongue, children learn to speak the state language (for example, English). Ukrainian children in Canada deepen their knowledge of the Ukrainian language and literature, history of Ukraine, etc. on Saturday and Sunday schools, which operate at the expense of parents. Of course, in Ukrainian schools, Ukrainian pupils learn English. In localities where Ukrainians live compactly, the Ukrainian language and literature can be taught as subjects in public schools. Such examples are observed in Poland and other countries.

Following these civilizational approaches to education, children of national minorities or indigenous people living in Ukraine will know their mother tongue and Ukrainian. Now, for example, in Transcarpathian (Beregovo, Kosino, etc.), many Hungarians do not speak Ukrainian but do not understand it either. In this way, they despise the country in which they live, and also neglect the capital truths that civilized countries of the world use in relation to the minorities that they live in.

Spiritual life of a person is closely connected with feelings, perception and memory, thinking and mind representations. All of these mental properties are expressed and accompanied by speech. And if the feeling can somehow be depicted by gestures or facial expressions, then thinking is inseparable element of a language. Since there are no other means to express the result of thinking activity. Beginning with sensory knowledge and relying on it, thinking goes far beyond its limits and represents the transition of the subject from existing to new knowledge in the form of scientific concepts and laws.

Thinking is done through logical operations of analysis and synthesis, concretization and abstraction, comparison, generalization and classification. All thoughtful operations are carried out by means of using language. Without a word, it is almost impossible to analyze or synthesize objects, switch from concrete to abstract. In the end, without a language we cannot form judgments and inferences, which are the main forms and results of thinking activity.

The problem of mental development of the child attracted the attention of many well-known scientists and educators, since the high mental development of the child is the basis of effective learning, and training in turn is the main means of mental development. In the development of the child, a contradiction is considered between hereditary instincts of the organism and the external conditions of its life, between the genotype and the phenotype. The child is born with the natural possibilities of mental development, which is the basis of genotypic abilities.

A child can inherit a great mind or intelligence and that can greatly contribute to the acquisition of knowledge and the formation of great intelligence. But such a happy heir can take advantage of his inheritance, and some may not use it to the full at all or wipe it away with trifles" [9, 294], - noted K.D.Ushinsky.

"Education and life in general with all its influences on a person can greatly change the innate features of her mental activity"- wrote the outstanding Ukrainian teacher K.D. Ushinsky, [9, 122]. He believed that the child's mental development is

inextricably linked with education and upbringing, there is no development outside of education and upbringing.

Every child from his or her birth has genetic grounds to hope that society will create the right conditions for the development of all of its mental qualities and mental powers. In its development, the child goes through certain periods: infant, child and adolescent. And each period is most favorable to the development of one or another mental quality.

For example, in the second and third years of life, the child quickly learns a language. To make the child's speech successful, you need the following items to take into consideration:

- to highlight and focus the children's attention on separate words and phrases, to relate the selected words with those or other subjects;
- to teach children to pronounce words correctly;
- to analyze sounds of a word with children, to learn to combine homogeneous subjects in one word;
- encourage children to combine a group of words (initially from two, three words) to express a certain opinion and use simple sentences;

The child who was born finds the native language in the finished form. A mother sends this language to her baby with the first sounds and words, caresses, pleasures and lullabies. Obviously, the first sprouts of developmental interaction depend on what the mother uses words to her baby, with what tonality and she speaks to him. The development of sensitivity (sense of smell, taste, color, temperature) spontaneously passes from the first minutes of the child's life. Only with the development of speech, it becomes purposefully meaningful forms. Therefore, a child already in the second year of life has the reflex on the color, marked by a lexical unit. The color does not mechanically connect to the object that is perceived, but enters into it in complicated, strengthened relations. The word denoting color, as if merging with its perception and as a result there is a real unity of the first and second signaling systems.

Thus, to denote the word that comes through the signs of perception does not only enhances, deepens and accelerates the development of feelings, but also contributes to a substantial restructuring of the cognitive activity of the child, gives it a conscious nature.

V.O. Sukhomlinsky in the article "Love to the native word," pointed out: "I am striving to ensure that whenever I bring children to a flowering garden whose name is their native language, they have learned the beauty of one flower which is a word. It should be like a huge book that can be turned over page by page in order to reach the hearts of the children, the most mysterious faces of the beauty of words. For these lessons I provide a title "Two Hundred Flowers of the Native Language".