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FORMATION OF VALUE ORIENTATIONS OF SCHOOL STUDENTS IN THE CONTEXT OF LANGUAGE AND LITERATURE EDUCATION AND DISTANCE LEARNING

The article offers the analysis of favorable pedagogical conditions for the effective formation of value orientations of younger schoolchildren in the context of language and literature education in the conditions of distance learning. The values of the individual are considered as its systemic feature, which finds expression in the process of activity aimed at the realization of one's own and public needs and interests, interaction with others. Features of verbal and instrumental values have been noted, their classification by M. Fitsula have been analyzed.

New Ukrainian school with a focus on competency-based and activity-based approaches provide for the comprehensive development of the individual. One of the tasks of modern teachers is to form moral and ethical value orientations in younger schoolchildren, to provide such pedagogical conditions that will contribute to the education of a harmonious, spiritually rich and nationally conscious person. At the time when the problem of Ukraine's spiritual revival is aggravating, the moral-ethical and national education of the young generation is the most important prerequisite for the formation of Ukrainian statehood, the guarantee of comfortable interaction of all members of society.

Traditional models of sociocultural and spiritual development of the personality of a younger schoolchild in the context of language and literature education need methodical improvement. New aspects in this work are dictated by the format of distance learning, which is becoming widespread during the pandemic and the war that russia unleashed against Ukraine. As determined by pedagogues and psychologists, the most difficult thing is to work remotely with preschoolers and primary school students, to choose such digital tools and means so that learning is interesting, motivated, and communication between the teacher and students is productive. Despite the remote form of studying, the teacher must ensure the activity of students' cognitive activity in individual and collective forms, encourage them to self-education and at the same time ensure the formation of moral and ethical culture, value orientations and positions that are manifested not only at the level of knowledge, but also in practical activities, daily practice.

The works of philosophers, psychologists, and teachers devoted to the definitions of the concept of 'value'. Educator M. Fitsula examines the values of four groups. In the first group there are absolutely eternal values, common to all people, which are characterized by universal meaning and unlimited scope of application (kindness, truth, love, honesty, dignity, beauty, wisdom, justice and others). The second group consists of national values (patriotism, a sense of national dignity, historical memory, etc.), which are important for one nation, but are ideally shared by other nations as well. As an example, the author cites the feeling of patriotism inherent in enslaved people and not characteristic of those people who never lost their independence. M. Fitsula refers civic values, which are based on recognition of the dignity of people and are characteristic of democratic societies to the third group. First of all, it is about human rights and freedoms, duties towards other members of society, ideas of social harmony, respect for the law, etc. The fourth group consists of family values – the moral foundations of family life, intergenerational relations, laws of marital fidelity, care for children, memory of ancestors, etc (Fitsula, 2002, p. 250–251).

The formation of value orientations of younger schoolchildren is a holistic educational process built on the principles of logic, consistency, and systematicity, in which teachers, students of primary education, and parents interact with the goal of moral and ethical education of schoolchildren. The goal of the NUS is 'multifaceted development, education and socialization of an individual who is aware of himself as a citizen of Ukraine, capable of effective and constructive participation in public life, conscious life choices, making responsible decisions, self-realization and civic activity'. Correctly defined pedagogical conditions for the moral and ethical education of students, systematic observance of the principles of the activity approach in the educational process, active use of the content of each educational field (including language and literature education) and the newest forms of its implementation in the process of traditional and distance learning are the key to the formation of value orientations in younger schoolchildren and the effectiveness of educational work.

We consider working with texts (artistic, cognitive, media texts) on language and literary reading lessons to be an effective means of forming the value orientations of younger schoolchildren. After all, 'to bring up the best moral qualities of a child, to contribute to the formation of a complete, comprehensively developed personality are the goals of a children's book' (Kachak, 2013). Reading, analysis of texts, discussion of the content of what was read in groups and collectively; conversations, discussions, interaction using the wide possibilities of digital technologies are aspects of educational activity that, in our opinion, will provide a solution to the problem. At the same time, both the content of the selected texts and the methods and forms of working with them are important. We consider the main selection criteria to be the high artistic and aesthetic level of the text, bringing up moral and ethical problems both at the level of the central theme and secondary storylines, behavior and actions of the characters. The works of modern Ukrainian writers are ideal for work on the formation of moral and ethical values of schoolchildren.

In the conditions of distance learning, IT technologies acquire special importance. Taking into account the age and psychophysiological characteristics of students, computer educational tasks and games; educational and development

programs; video and audio materials; web-resources with which you can create qr-codes, word clouds, mental maps; educational laboratories; Internet services and programs that allow you to conduct surveys and tests, prepare presentations in multimedia format and create projects are relevant. Working with digital tools interests students in the lesson and makes the lesson dynamic, diverse, modern, helps to achieve both educational and pedagogical goals. Most often, as evidenced by the pedagogical experience of teachers, watching videos, virtual tours are used, the development of individual, collective projects and multimedia presentations is practiced, testing and surveys using online resources are conducted on the lessons. NUS teachers are offered a list of web services for creating multimedia, interactive content for communication, collaboration, visualization and the use of gaming computer learning tools: Thinglink, Glogster – web services for creating interactive posters that turn ordinary pictures into interactive objects; Mindomo, Mindmeister, Canva – web services for creating mind maps, infographics, video presentations, posters, booklets, etc.; Wordart.com, Word it out – web-services for visualization, creation of word cloud; Kahoot, Plickers, Cosrative, ClassMarker – web services that allow you to easily create, exchange and play educational games, organize quizzes; Padlet.com. – a virtual whiteboard on which you can attach photos, files, links to Internet pages, notes, etc.

An experimental model of the formation of value orientations of younger schoolchildren by means of digital technologies in the conditions of distance learning is proposed and tested. Pedagogical conditions under which the formation of value orientations of younger schoolchildren in distance learning conditions will be effective are determined as follows: a) it is mandatory to take into account the main components of the formation of moral and value orientations of younger schoolchildren; b) work on the formation of moral and value orientations of students should be carried out purposefully and systematically, taking into account the principle of logic and sequence of the educational process; c) the active use of digital tools and online resources should be directed not only to the achievement of educational goals and didactive purposes, but also to the formation of value orientations of younger schoolchildren.

The motivation to study has increased, the cognitive activity of students has been activated, the level of communication and interaction of students has increased, and most importantly, the behavior of these children corresponds to moral and ethical norms much more often than before.

Therefore, it is necessary to develop the value orientations of the student of primary education both in the conditions of traditional and distance learning. This process should be purposeful and systematic. The active use of the content of the educational process, and in our example, it is literary works as the content of language and reading lessons, effective methods (interactive, conversations, creative approaches), as well as various digital tools helps to solve the problem, increase the motivation of students to learn and implement the knowledge in practice in everyday life.

Interactive reading of current books on moral and ethical topics, work on the content of the text, characteristics of characters in combination with game forms and capabilities of IT technologies, services and programs are key means of moral and ethical education of students in distance learning conditions.