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**Formation of value orientations of younger schoolchildren in the process of studying the elective course «Value world in natural sciences»**

**Abstract.** *The article is devoted to the actual problem of the formation of values and value orientations of younger schoolchildren in the context of the elective course "Value world in natural science" developed and implemented by us. The author's elective course, being quite broad in content, has significant opportunities in the development of value orientations of elementary school students in terms of updating the intellectual resource of the dynamics of value orientations. The scientific and methodological support of the elective course is aimed at launching the mechanism for the formation of socially significant values and value orientations.*

*The article describes the subject areas of the elective course and their possibilities in the formation of important social and personal values of primary school students. As a result of the study, we can conclude that this modern elective course, presented in a value-changing nature, has new important opportunities.*

*The main features of the elective course program are its universality (the ability to form several value orientations within different areas, such as a value attitude to health, environmental and national values), relevance for the subject of value-forming and value-transforming activities (the forms and methods of the elective course should be interesting, full of events and new), individuality (a means of forming value-value orientations, taking into account the demanded value system of society and the system of personal value orientations of the individual), interactivity (to have a high degree of interaction not only between subjects of extracurricular activities, but also between subjects and objects of extracurricular activities), resourcefulness (the presence of internal and external pedagogical resources of extracurricular activities for the formation and development of value orientations of younger students). It has been established that the effectiveness of the transformation of the value orientations of younger schoolchildren by means of extracurricular activities depends on a number of factors, the fundamental one being the creation of a system that provides a comprehensive pedagogical impact on the student's personality.*

**Keywords:** *value orientations, system of values, formation, educational space, younger students.*

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The problem of values and value orientations is one of the most significant in the field of the humanities. The current social situation in the development of young people, their search for values and value orientations is determined by the system of social values and, consequently, by the social conditions in which their lives and activities are carried out. In pedagogical science, values include "elements of moral education, the most important components of a person's internal culture, which, which, expressed in personal attitudes, properties and qualities, determine his attitude to society, nature, other people, himself" [1, 10 p.]. Today, as one of the priority tasks of teachers, the possibilities of organizing a creative pedagogical process are considered, in which the formation of values and value orientations of younger students is carried out.

In pedagogical axiology, as noted by L.V. Kalinina, "the theory of values is undergoing a stage of improvement in connection with the new social, scientific and technical realities of reality."

Evidence of this is the appearance in recent years of works in which the concepts of "values", "moral values", "value orientations", "moral value orientations" are considered from updated positions [2, 33 p.]. To date, the concept of "value" has a lot of definitions and they are presented in Table 1. The range of these definitions is quite diverse, sometimes they are mutually exclusive.

Table 1

## Definitions of the concept of "value"

№	Author names	Interpretation of the concept
1	V.A. Slasterin	in pedagogy, it acts as a personally colored attitude to the world, which arises on the basis of a person's knowledge of the world, assimilated cultural meanings. This attitude is due to the life experience of a person and is aimed at achieving perfect being and harmonious development.
2	M.S. Kagan	"meaning", "meaning". Meaning reveals an objective element in value, meaning is the relation of a person (subject) to this objective element, which just "creates" value. Value and meaning arise from the interaction of the objective world with human needs.
3	V.A. Vasilenko	the emergence of value is closely related to objects, phenomena, their properties that can satisfy the needs of the individual, acts as a judgment associated with the assessment of objects, phenomena by a person or society.
4	O.G. Drobnitsky	distinguishes two groups among values: 1) objective, acting as objectively directed needs; 2) values of consciousness, or value representations
5	S.F. Anisimova	1) absolute values (life, health, knowledge, humanity, etc.); 2) anti-values and pseudo-values (diseases, hunger, ignorance, personality degradation, etc.); 3) relative (relative) values that change under the influence of political, ideological factors (class, group, religious values)
6	V.A. Yadov	all values are divided into values: norms, goal values, means values
7	A.P. Belyaeva	- fundamental values: nature, life, culture, education, labor, freedom, activity; - spiritual values: attitude to the world, justice, kindness, honesty, etc.; - moral values: citizenship, patriotism, health, healthy lifestyle, humane attitude towards the individual, etc.; - environmental values: conservation of nature, conservation of life, natural behavior, careful attitude to life, nature; - professional values: willingness to work, professional activity, professionalism, efficiency
8	S.L. Rubinstein	"value is the significance for a person of something in the world" and only a recognized value can perform the most important value function - the function of a guideline for behavior.
9	M. Rokeach	"a persistent belief that a certain mode of behavior or the ultimate goal of existence is preferable from a personal or social point of view than the opposite or reverse way of behavior or the ultimate goal of existence"

10	E.A. Stolbova	"the social ideal of a group or society, which within their culture is desirable and preferred, serves as a standard and is not questioned"
11	I.P. Dymov	etermine the spiritual core of a person, express his attitude to the world and to himself, influence the direction and content of social activity, fill life with meaning, represent the main channel for a person to assimilate the spiritual culture of society, turn cultural values into incentives and motives for practical behavior, are a system-forming element worldview
12	A.G. Zdravomyslov and V.A. Yadov	"By value orientations, we mean the attitude of the individual to certain values of the material and spiritual culture of society ... This is the component of the structure of the personality, which is a certain axis of consciousness around which the thoughts and feelings of a person revolve and from the point of view of which many life issues are resolved"
13	S.O. Elishev	value orientations are associated with the development of the orientation of the individual, they determine the general approach of a person to himself and to the world, give direction and meaning to behavior, action, personal positions. Value orientations are based on the needs of the individual, his aspirations and desires and play a major role in the process of making many decisions.
14	A.N. Leontiev	writes about value orientations as the leading motive-goal, which "rises to a truly human and does not isolate a person, but merges his life with the life of people, their good ... such life motives can create an internal psychological justification for his existence, which makes up the meaning and happiness of life»
15	V.L. Krainik	"The basic national values in the Russian Federation are the fundamental moral and ethical, moral patterns and norms that accumulate originality, originality, character traits, customs, traditions and way of life, the most important needs of the multinational people of Russia, formed under the influence of the geopolitical position of the country, as a result long historical process and passed down from generation to generation"
16	F.S. Faizullin	focuses on the fact that, to some extent, all national values are built on self-restraint and suppression of immediate internal impulses, limiting the individual, personal goals of a person or abandoning them in favor of common national interests

The attempts made to generalize different points of view are not entirely successful so far [3, 15 p.], which makes it difficult for researchers to apply this category.

A variety of definitions of the category "value" [4; 5] illustrates its complexity and diversity. The interpretation of the essence of value depends on the field of knowledge. Philosophy considers it from epistemological positions, sociology - from the position of a part of the social system, psychology - as a mechanism for regulating human activity and behavior, for pedagogy, value acts as a kind of norm that determines pedagogical activity. In the framework of this work, we will consider value as a phenomenon that can satisfy the needs of an individual, be useful to him and have personal significance for him. In accordance with this, value orientations, which are one of the most important characteristics

of a personality, represent part of its motivational sphere, act as regulators of behavior in certain situations and reflect a person's attitude to the world around him.

The system of value orientations, as E. V. Bondarevskaya notes, is a complex, flexible, dynamic and developing structure. It is she who determines the activity of a person in a particular life situation. In a certain time or age interval, under the influence of various external and internal factors, the dominant, backbone elements of this system can change, be displaced, migrate [6].

The authors of various studies propose to classify values and value orientations on various grounds. These classifications help to penetrate deeper into the essence of the concept of "values" and "value orientations", to consider them from different angles. In general, all classifications do not exclude, but rather complement each other. They allow us to consider values as material and ideal objects of the surrounding world, which have both personal and social significance.

Characterizing the national side of the process of orientation of younger schoolchildren to values, we are based on the study of A.V. Kiryakova, according to which the orientation of the individual towards values is determined by the consistency of the mechanisms: search - evaluation - choice - projection, which ensure the elevation of the needs of the individual on the basis of familiarization with values [7].

Obviously, the development of schoolchildren's value orientations should be carried out through all types of pedagogical activities, including extracurricular activities. Right now there is an urgent need to revive and update extracurricular activities in the modern school. Today it should go far beyond traditional extra-curricular activities, which are usually aimed at solving educational problems and organizing leisure activities for schoolchildren. The problems of value orientation of schoolchildren should be solved in a fundamentally different plane, that is, equal, complementary functioning of classroom and extracurricular activities is necessary to create a single educational space necessary for the full personal and intellectual development of each student [8].

## Materials and research methods

Within the framework of this work, we used the following research methods:-theoretical methods: analysis of scientific and pedagogical literature on the problem under study, analysis of materials; - empirical methods: conversation, questionnaire, pedagogical observation;-statistical methods: methods of processing the received pedagogical data, analysis and processing of the typology of ethnic identity.

## Results

In the process of developing the value orientations of the individual as a purposeful activity "to create conditions for familiarization, active acceptance and finding by the pupil of his own personal meaning of universal values", the issue of extracurricular activities of schoolchildren as a resource for the transformation of value orientations is of particular relevance [9, 36 p.]. A reasonable combination of directions, forms and methods of extracurricular activities has a more effective impact on the value-oriented sphere of a younger student. This is due to the peculiarities inherent in extracurricular activities. Thus, reasonably organized extracurricular activities in various areas contribute to the identification and development of the student's individual abilities, the acquisition and expansion of his social experience, and the acquisition of the necessary social practices necessary for future life in society.

Domestic pedagogical science and practice has accumulated considerable experience in organizing extracurricular activities [10]. At the present stage, which is characterized by systemic changes in the subjects, objects and conditions of education, it is necessary to comprehend, update and systematize this experience.

In educational institutions, extracurricular activities, in accordance with the federal state educational standards of basic general education, are organized in five areas that contribute to the development of the individual: spiritual, moral, physical culture, sports and health, social, cognitive, general cultural. Undoubtedly, these directions are closely intertwined with each other, their selection is rather arbitrary [3, 7 p.], and all of them equally affect the acquisition, development and transformation of schoolchildren's value orientations.

Considering each of the directions for the formation of value orientations of younger students, it should be noted that the content of extracurricular activities, based on the principles of choosing forms and methods of participation in it, interest, taking into account age characteristics and individual experience, creativity, children's activity, etc., allows sufficient effectively influence the formation of socially significant values and value orientations. Analyzing the content of these areas of extracurricular activities, we studied the possibilities of each in the formation of socially and personally significant values of adolescents. The table below presents the data obtained as a result of the study.

**Table 2**

**Components of the elective course "Value world in natural sciences" and their role in the formation of value orientations of younger students**

<b>Possibilities of the cognitive direction of the elective course in the formation of values and value orientations of schoolchildren</b>	
<b>The purpose and content of the elective course</b>	<b>Formed values and value orientations</b>
The development of critical thinking, the ability to analyze the information flow, the use of new methods of obtaining information, broadening one's horizons, the formation of a worldview, the study of scientific concepts and laws, familiarization with various types of human activity, identifying inclinations and interests	Public recognition, knowledge, creativity, accuracy, diligence, education, responsibility, rationalism, self-control, strong will, broadmindedness, etc.
<b>Possibilities of the sports and health-improving direction of the elective course in the formation of values and value orientations of schoolchildren</b>	
<b>The purpose and content of the elective course</b>	<b>Formed values and value orientations</b>
Introduction to a healthy lifestyle, harmonious psychophysical development, formation of motivation for maintaining health and the need to lead a healthy lifestyle.	Health as a value, responsibility for maintaining and strengthening health, knowledge and skills of a hygienic culture, motivation for a healthy lifestyle, strong will, self-control, development of strong-willed qualities.
<b>Possibilities of the social direction of extracurricular activities in the formation of values and value orientations of schoolchildren</b>	
<b>The purpose and content of the elective course</b>	<b>Formed values and value orientations</b>
Formation and development of social skills, familiarity with the laws of development of society, generally accepted social norms and attitudes, the formation of communication skills, a positive attitude to work, responsibility and self-confidence.	An active life, the presence of good and true friends, public recognition, awareness of the social value of labor and a conscientious attitude to work, work in elected public bodies, development of business qualities.

<b>Features of the general cultural direction of extracurricular activities in the formation of values and value orientations of schoolchildren</b>	
<b>The purpose and content of the elective course</b>	<b>Formed values and value orientations</b>
Increasing environmental awareness and instilling aesthetic values, developing the emotional sphere, creative abilities, and a sense of beauty.	A sense of beauty in nature and art, the ability to engage in creativity, raising the cultural level, education, good manners, the ability to behave in accordance with the norms of a culture of behavior, the ability to understand, feel the beauty in man, nature and art.
<b>Features of the spiritual and moral direction of extracurricular activities in the formation of values and value orientations of schoolchildren</b>	
<b>The purpose and content of the elective course</b>	<b>Formed values and value orientations</b>
Raising patriotic feelings, familiarizing children with humanistic values.	Freedom as a value, welfare, development and improvement of other people, the whole people, humanity as a whole, getting satisfaction from the labor process, honesty, development of moral and moral qualities.

## Discussion

Considering the formed values and value orientations of younger schoolchildren within the framework of this direction, attention should be paid to the relationship between extracurricular activities and activities within the framework of lesson work. This indicates the presence of a high interest of teachers and schoolchildren in planning a general intellectual direction as a condition that contributes to improving the quality of teaching of younger schoolchildren and influencing the formation of meaning-forming values and value orientations of younger schoolchildren.

The structure of the content of the developed elective course "The World of Values in Natural Science", set by the logic of the sequence of educational topics and the need to implement the main topics of the subject of natural science and environmental ideas, on the one hand, and the sequence of phases and components of the process of orientation towards values, on the other hand, made it possible to determine three interrelated stages in the method of developing the value orientations of elementary school students in their teaching of natural science in the elective course "Value world in natural science". The learning experiment was carried out from the 2021 to 2022 academic year inclusive on the basis of the secondary school-lyceum named after K. Satpaev, Aktobe, secondary school named after A. Baitursynov, Aktobe region. Alginsky district, secondary school No. 66 named after Sh.Kudaiberdiev, Aktobe. In total, 316 students of grades 3-4 were involved in experimental training. Determination of the presence of value orientations in students was carried out by the method of questioning, widely used in the study of the formation of value orientations.

Value orientation makes it possible to assimilate the material and spiritual culture of the individual, to realize the life experience accumulated in its development, as the most important component of the personality structure. Hence the value orientation is the representation in the mind of a person of values recognized as the ideals of life and worldview premise [11].

In this regard, in the course of the study, the method of M. Rokeach "Defining value orientations" was used, which makes it possible to determine the specific value position of an individual. The analysis of the results showed that, according to the formation of data in tables 3-4, it is shown that among the

terminal values for primary schoolchildren, health, love, having a true friend, a happy family life, public recognition were the first, and among the instrumental values - composure, optimism, responsibility, common sense. meaning (rationalism), honesty showed. It follows that the vast majority of these terminal values belong to a specific and individual category, while instrumental values reflect the autonomy of the individual, interaction with people around her, the predominance of ideas about the relationship of family members through the process of socialization, that they are formed in the course of life experience, testifies to the predominance of intellectual values.

**Table 3**

**Indicators of terminal values of the studied groups in the formative experiment according to the method of M. Rokeach "Definition of value orientations" (%)**

№	Terminal values	Secondary School Lyceum K. Satpaeva		Secondary School named after A. Baitursynova		School No. 66 named after Sh. Kudaiberdieva	
		I	II	I	II	I	II
1	Active life	3,79	3,88	4,62	5,00	3,02	3,67
2	Health	10,15	10,55	11,56	11,98	12,15	11,55
3	The beauty of nature and art	3,32	3,16	2,88	2,79	3,32	3,16
4	Love	9,95	10,00	8,45	9,23	10,95	11,25
5	Having good and true friends	7,22	7,21	7,89	8,00	8,12	8,31
6	Public acceptance	13,00	14,00	12,45	13,1	12,34	12,89
7	Cognition	3,50	3,02	2,68	3,10	2,50	3,02
8	Productive life	3,62	3,08	3,12	4,56	3,62	3,84
9	Development	3,12	3,0	2,9	2,34	3,01	3,48
10	Liberty	3,47	3,05	3,78	4,00	3,00	3,55
11	Happy family life	11,79	12,39	10,07	10,67	11,02	12,3
12	Happiness of others	2,62	2,31	3,11	3,34	2,2	2,31
13	Creativity	3,34	3,0	2,12	2,86	2,34	3,0
14	Self confidence	3,48	3,0	3,46	2,9	2,48	3,0
15	Pleasures	4,2	4,1	3,9	4,0	4,01	4,4

**Table 4**

**Indicators of instrumental values of the studied groups in the formative experiment according to the method of M. Rokeach "Definition of value orientations" (%)**

№	Terminal values	Secondary School Lyceum K. Satpaeva		Secondary School named after A. Baitursynova		School No. 66 named after Sh. Kudaiberdieva	
		I	II	I	II	I	II
1	Accuracy	10,9	11,92	9,9	9,92	10,9	11,01
2	Upbringing	3,5	3,31	3,0	3,61	2,5	3,31
3	Cheerfulness	11,27	12,08	10,27	12,08	10,27	11,08
4	Diligence	3,04	2,76	2,04	2,76	3,04	3,76
5	Intolerance to shortcomings in oneself and others	3,39	2,27	2,39	2,27	3,39	3,27

6	Education	3,3	3,62	4,3	3,62	2,3	3,62
7	Responsibility	11,13	11,76	10,13	11,76	11,13	12,76
8	Rationalism	11,16	11,85	9,16	10,85	11,16	12,85
9	Self control	3,43	3,12	2,43	2,12	3,43	2,12
10	Courage to stand up for your opinion	3,62	3,18	4,62	4,18	4,62	3,18
11	Caring	3,35	2,54	2,35	2,54	3,35	3,54
12	Tolerance	3,24	3,87	4,24	4,87	3,24	2,87
13	breadth of views	3,64	3,17	2,64	3,0	4,64	3,17
14	Strong will	3,85	3,15	4,85	4,15	3,85	4,15
15	Honesty	10,94	12,06	11,94	12,0	11,0	11,86

I - the cut was carried out before the beginning of the study of the course "Value world in natural science"

II - the cut was carried out after studying the course "Value world in natural science"

Planning a sports and recreation direction requires the search for such forms of children's activities, in which special attention is paid to the development of motivation for a healthy lifestyle, since adolescence is characterized as problematic within the framework of various deviations from a healthy lifestyle.

The social direction of the elective course has a high value-forming potential, which is realized through the inclusion of socially useful activities and socially significant practices in the educational process of the school.

The inclusion of adolescents in personally significant types of elective courses that have an aesthetic and emotional impact on the personality of a younger student, create the necessary conditions for the perception of the values of a common culture and images

The assimilation of moral, moral, ethical guidelines and ideals within the framework of the spiritual and moral direction involves the use of active and interactive forms based on personality-oriented interaction. The values formed by this direction permeate the educational space, the school way of life, and all the various activities of adolescents.

Obviously, the formation and development of schoolchildren's value orientations should be carried out through all areas of the elective course, since each direction, consistent with the goals, to a greater or lesser extent exerts its formative influence on the value-oriented sphere of the adolescent. The revival and renewal of the content, forms and methods of extracurricular activities in a modern school should go far beyond the traditional extracurricular activities, which are usually aimed at solving educational problems and organizing leisure time for schoolchildren. The problems of schoolchildren's value orientation should be solved in a fundamentally different plane, that is, equal, complementary functioning of the five areas of extracurricular activities is necessary to create a single educational space necessary for the full personal and intellectual development of each student. And a reasonable combination of directions, forms and methods of extracurricular activities will become an effective tool for influencing the value-oriented sphere of an elementary school student [12; 13].

In modern conditions, on a course of a value-transforming nature, it is required that it bear new essential features. Its features should be universality (the ability to form several value orientations within different areas), relevance for the subject of value-forming and value-transforming activities (the forms and methods of extracurricular activities should be interesting, eventful and new), customization (a tool for the formation of value orientations based on taking into account the demanded value system of society and the individual value-oriented system of the individual), interactivity (to have a high



degree of interaction not only between the subjects of extracurricular activities, but also between the subjects and objects of extracurricular activities), resourcefulness (the presence of internal and external pedagogical resources of extracurricular activities for the formation and development of value orientations of younger students).

The effectiveness of transforming the value orientations of schoolchildren by means of extracurricular activities depends on a number of factors, the fundamental one being the creation of a system that provides a comprehensive pedagogical impact on the student's personality. Thus, the creation of a scientific society of students at the school, the inclusion in the school curriculum of optional courses aimed at developing the skills of project and research activities, holding conferences of schoolchildren on the basis of an educational organization and organizing their participation with the results of their research in external conferences, involving students in vacation time in the work of specialized shifts, the inclusion of such online platforms in the process of education, as well as the holding of new forms of events, allows you to activate the resources of extracurricular activities for the formation of value orientations.

### Conclusion

All of the above creates an opportunity for the development of interpersonal relationships and effective pedagogical impact on both the individual and the group as a whole.

At the same time, exploring the possibilities of each direction in the formation of values and value orientations of younger students, we came to the conclusion that when planning the content and forms of an elective course, the teacher should keep the following in mind.

1. Each direction of the elective course contains a significant resource in the formation of values and value orientations. Therefore, in terms of priorities, forms and content are concentrated in accordance with the real level of development of the values of younger students.

2. Of particular importance in the development of values and value orientations are social practices developed and organized in each area of extracurricular activities, in which children are invited to participate in various charitable activities.

3. An important component of the content of the elective course, which has a significant impact on the formation of values and value orientations, is the inclusion of younger students in socially significant activities that combine creativity, work and learning.

4. When determining the forms and methods of an elective course, it is necessary that each direction be built on the basis of the correspondence between the interests of schoolchildren and the opportunities available to the educational institution.

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### **«Жаратылыстанудағы құндылықтар әлемі» элективті курсын оқыту процесінде бастауыш сынып оқушыларының құндылық бағдарларын қалыптастыру**

**Андатпа.** Мақала біздің зерттеулеріміздің барысында құрастырылып, тәжірибеге енгізілген «Жаратылыстанудағы құндылықтар әлемі» атты элективті курс арқылы бастауыш сынып оқушыларының құндылықтары мен құндылық бағдарларын қалыптастырудың өзекті мәселесін баяндауға арналған. Авторлық элективті курс мазмұны жағынан едәуір ауқымды, құндылық бағдарлар динамикасының зияткерлік ресурсын өзектендіру тұрғысынан алғанда бастауыш сынып оқушыларының құндылық бағдарларын дамытуда айтарлықтай зор мүмкіндіктерге ие. Элективті курстың терең ғылыми-әдістемелік мазмұны әлеуметтік маңызды құндылықтар мен құндылық бағдарларды қалыптастыруға бағытталған.

Мақалада элективті курста қамтылған тақырыптардың бағыттары мен олардың бастауыш сынып оқушыларының әлеуметтік және жеке тұлғалық маңызды құндылықтарын қалыптастыру мүмкіндіктері сипатталған. Жүргізілген зерттеулер нәтижесінде құндылықтарды түрлендіруші сипатта ұсынылған осы заманауи элективті курс жаңа маңызды мүмкіндіктерге ие деген тұжырымдар жасауға ықпал етеді.

Оқу курсы бағдарламасының басты ерекшеліктері: оның әмбебаптығы (әртүрлі бағыттар шеңберінде денсаулыққа құндылық қатынасы, экологиялық және ұлттық құндылықтар сияқты бірнеше құндылық бағдарларын қалыптастыру мүмкіндігі), субъекті үшін құндылықты қалыптастырушы және құндылықты қайта өзгертушілік қызметінің өзектілігі (элективті курс формалары мен әдістері әрі қызықты, әрі оқиғалы және жаңа болуы қажет), даралаушылығы (құндылыққа негізделген құндылық бағдарларын қалыптастыру құралы қоғам

құндылықтарының сұранысқа ие жүйесін және жеке тұлғаның жеке құндылық бағдарлау жүйесін есепке алу), интерактивтілігі (сабақтан тыс іс-әрекеттегі субъектілері арасында ғана емес, сонымен қатар сабақтан тыс іс-әрекет субъектілері мен объектілері арасында да өзара ықпал етудің жоғары дәрежеде болуы), ресурстылығы (бастауыш сынып оқушыларының құндылық бағдарларын қалыптастырудағы сабақтан тыс іс-әрекеттің ішкі және сыртқы педагогикалық ресурстарының болуы).

Бастауыш сынып оқушыларының құндылық бағдарларының сабақтан тыс жұмыстар барысында өзгерістерге ұшырауының тиімді жүзеге асуы бірқатар факторларға тәуелді екендігі анықталды, оның ішінде ең негізгісі оқушының жеке тұлғасына кешенді педагогикалық мәнде ықпал ететін тұтас жүйені құру болып табылады.

**Түйін сөздер:** құндылықтар жүйесі, құндылық бағдар, қалыптастыру, білім беру кеңістігі, бастауыш сынып оқушылары.

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### **Формирование ценностных ориентаций младших школьников в процессе изучения элективного курса «Ценностный мир в естествознании»**

**Аннотация.** Статья посвящена актуальной проблеме формирования ценностей и ценностных ориентаций младших школьников в контексте разработанного и внедренного нами элективного курса «Ценностный мир в естествознании». Авторский элективный курс, будучи достаточно широким по содержанию, имеет значительные возможности в развитии ценностных ориентаций учащихся начальной школы с точки зрения актуализации интеллектуального ресурса динамики ценностных ориентаций. Научно-методическое обеспечение элективного курса направлено на запуск механизма формирования социально значимых ценностей и ценностных ориентаций.

В статье описаны предметные области элективного курса и их возможности в формировании важных социальных и личностных ценностей учащихся начальных классов. В результате проведенного исследования можно сделать вывод, что данный современный элективный курс, представленный в ценностно-изменяющем характере, имеет новые важные возможности.

Основными особенностями программы элективного курса являются ее универсальность (возможность в рамках разных направлений формировать несколько ценностных ориентаций, таких как, ценностное отношение к здоровью, экологические и национальные ценности), актуальность для субъекта ценностно формирующей и ценностно преобразующей деятельности (формы и методы элективного курса должны быть интересными, насыщены событиями и новыми), индивидуальность (средство формирования ценностно-ценностных ориентаций с учетом востребованной системы ценностей общества и система личностных ценностных ориентаций личности), интерактивность (обладать высокой степенью взаимодействия не только между субъектами внеурочной деятельности, но и между субъектами и объектами внеурочной деятельности), ресурсность (наличие внутренних и внешних педагогических ресурсов внеурочной деятельности для формирования и развития ценностных ориентаций младших школьников). Установлено, что эффективность преобразования ценностных ориентаций младших школьников средствами внеурочной деятельности зависит от ряда факторов, основополагающим при этом является создание системы, обеспечивающей комплексное педагогическое воздействие на личность школьника.

**Ключевые слова:** ценностные ориентации, система ценностей, формирование, образовательное пространство, младшие школьники.

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