

THE IMPORTANCE OF CHILDREN'S FICTION IN THE FORMATION OF A STUDENT'S PERSONALITY IN PRIMARY EDUCATION

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The article states the importance of children's fiction in forming the personality of primary school students.

Undeniably, in our days of a difficult period of struggle for our independence and the path of reformation and a new approach to the organization of the educational process, the demand for children's literature has become extremely high. Its social role has been determined. Therefore, the involvement of works of fiction in the primary school learning process is more relevant than ever.

It has been noted that children's literature can be a powerful tool for shaping the personality of primary school students. Works of art help shape their understanding of the world, instill values and beliefs, and cultivate the ability to feel empathy and compassion. Reading the stories about the main characters, children learn to think critically. It helps them to form their own opinions, analyze events, and draw parallels with real life. Books mean learning. Books teach both about one's own and different cultures, which is a necessary condition for the multicultural component of education, an important component of the globalized world.

In addition to teaching values and beliefs, children's literature also allows students to explore their feelings and emotions. A teacher can use a work of fiction to help students learn about the unknown through the lives of the main characters. By reading stories about characters who are dealing with similar issues, students can better understand their own emotions and the emotions of others. This helps them develop the emotional intelligence needed to develop healthy relationships with both peers and adults. It can be stated that literature supports both mental and emotional resilience.

The difficulties that prevent the full use of the potential of fiction are analyzed. Among them is the tendency to use gadgets that provide quick access to information that is often presented in a shortened version by a work of fiction. Moreover, the general decline in interest in reading should be pointed out. As well as the growth in price of printed copies of works of fiction.

It is noted that children's fiction should be an integral part of both reading lessons and foreign language lessons. Furthermore, it should be integrated into other subjects since it affects the formation of a comprehensively developed personality.

Keywords: literature; children's fiction; personality; elementary school.

Problem statement. The strategic national task of developing Ukrainian education amidst the severe challenges posed by a full-scale invasion and ongoing military actions to protect Ukraine is to create the necessary conditions for successful living, personal and professional growth, and creative self-expression for every citizen, regardless of age. At this challenging stage, a key task of the education system is to foster a harmonious personality capable of self-realization, sustainable self-development, and personal and social improvement.

The purpose of the article is to highlight current problems in the use of children's fiction and emphasize the importance of its use for the formation of the personality of primary school students.

The relevance of the topic is determined by the needs of the modern Ukrainian educational process. The Law of Ukraine "On Education" defines the purpose of education as the comprehensive development of a person as an individual and the highest value of society, the development of the talents, intellectual, creative and physical abilities, the formation of moral values; the upbringing of citizens who are capable of conscious social choice, and the enrichment of the intellectual, creative and cultural potential of the people on this basis [4].

The analysis of the research and the main part. The state documents on education, in particular, the "Concept of the New Ukrainian School," emphasize that "one of the important areas of Ukrainian education is the humanitarian one, which ensures the spiritual development of students [7].

Today's schools, primarily primary schools, must prepare not only a carrier of knowledge, but also a person who can use the acquired knowledge in practice for competitive activity in any sphere of social life. That is, to form a person ready to respond quickly and flexibly to the demands of society. This task is complex, and it requires a multifaceted approach. One of the steps to help is the organization of the educational process, taking into account the experience of learning used for more than a century. The important role of fiction in the formation of personality should not be neglected. Literature is one of the components of the spiritual culture of a person, which stimulates the brain, develops critical thinking, forms the personality of the readers, and their culture.

It is noted that the research problem is not new. Therefore, prominent thinkers highlighted the important aspects of children's literature in the spiritual development of the student. For instance, I. Ohienko, G. Vashchenko, K. Ushinsky, S. Rusova, I. Franko, etc.

This problem is described in numerous scientific works of well-known scientists, in particular: L. Bozhovych, R. Danylyak, A. Makarenko, V. Sukhomlynsky, O. Savchenko, I. Kharlamov, etc. Their works reveal the essence of the main issues of spiritual education of primary school students and propose appropriate methodological support; indicate the ways of educational influence of the teacher on the formation and development of spirituality of the students. The scientists emphasize an important stage of spiritual development, since it is during this age period that the primary school

student forms a personal system of spiritual guidelines, moral principles, and determines the life goal.

Ukrainian and foreign scholars of various periods, such as Noam Chomsky, Roland Barthes, Frank Smith, Boris Grinchenko, Oleksandr Potebnya, Oleksandr Taranenko, and many others, stated that one of the main reasons for using literature in the educational process of schools and other educational institutions is the enrichment of the language. Students use literary texts not only to obtain information, they interpret them, analyze their content, and thus literature becomes an effective means of teaching and learning the language. Literature is a language model for those who hear and read it. Using literary texts, students learn new words, syntax, and discourse functions. They study correct sentence models, standard story structures. The work with literary texts contributes to the development of writing skills.

The analysis of recent global trends shows that society's commitment to rapid digitalization and the use of gadgets in everyday life are increasingly complicating the process for teachers to instill respect and love for literature. Most surveys and studies emphasize the critical need to help teachers form students' love for literature. They show a sharp decline in any type of literary book reading among all age groups belonging to different levels of education. Other critical factors that influence the situation are undeniable: a significant increase in the prices of books, the unhindered availability of online publications, which often publish shortened versions of works or films based on them, which create a misleading impression in the readers that they have read the work in the original version and know it.

Nevertheless, it is understood that none of the speed tools will replace the full-fledged reading process, which performs a large number of functions and at the same time affects the development of the mental and aesthetic abilities of the individual.

According to the scientist Zygmund Bauman, children and young people today have a confused sense of themselves, which is called "unstable identity", where nothing is stored in a solid, stable form, which is characterized by little constancy of the individual experience of being a person. Therefore, the educational curriculum and classroom practice should pay attention to spirituality, an important issue in the upbringing of the inner and outer lives of children. In other words, education should also be based on principles and approaches that can help students in their attempts to find meaning and connection in their lives. To this end, literature plays an important role in the personal development of children, since it is not only a mean of learning language but also a source of personal growth for primary school students.

In addition, since it is generally recognized that reading has become a problem for current generations that is difficult to overcome, literature plays an important role for students in forming reading skills, as well as in forming the habit of reading.

The learning process that involves literature not only of the native language, but also of literature of other countries, should contribute to the development of the personality in a cultural context. At school, fiction should be involved in various stages of school subjects learning. However, it is worth noting that the active use of

works of fiction is carried out by teachers in foreign language lessons (in particular English). Moreover, extracurricular reading also plays an important role.

It is scientifically proven that stories, by recreating fictional situations that coincide with real-life problems of students, allow them to feel comfortable and safe in difficult circumstances, providing emotional security. Stories offer effective ways to cope with internal struggles, life adversities, and stressors. Fairy tales, for example, compensate for what young people may lack by providing them with positive role models and constructive models through characters with whom they could identify.

From a communicative perspective, literature develops critical and analytical skills as students learn to work independently and present their arguments supported by the literary texts they have studied. Discussions of literary works: fairy tales, short stories, novels highlight considerations related to sequence, cause and effect, character motivation, predictions, visualization of actions, critical analysis of the story, and creative responses. Beginning in preschool and continuing through primary school, picture books that accompany storytelling develop visual literacy [6, p. 9].

Among children's literary genres (fairy tales, stories, poems, small folklore genres, fables, jokes, etc.), which contribute to the development of speech, a fairy tale occupies a special place.

According to V. Sukhomlynsky, it is a mean of developing creative speech, active aesthetic creativity, capturing all spheres of the child's spiritual life – mind, feelings, imagination, and will. Without a fairy tale – lively, bright, which has mastered the child's consciousness and feelings, it is impossible to imagine children's thinking and speech [9, p. 6].

Since reading is one of the four types of human speech activity, fiction helps a child master speech, which is the key to understanding the world of nature, things, and human relationships. It is a literary work that provides ready-made language forms, verbal characteristics of the image, and definitions that a child operates with. Through the literary word from the time of preschool education, and continuing in primary school during the acquisition of grammatical rules, a student practically learns the grammatical norms of the language in unity with its vocabulary. By reading or listening to stories, students improve their verbal skills and learn to accurately express their thoughts and feelings in everyday relationships, practicing tolerance skills.

Iryna Grechukha analyzes a great number of different questions concerning psychological features of the development of empathy in participants of school literary studies, how the study of literature encourages empathy, tolerance for diversity, imagination, and emotional intelligence, that is, understanding the feelings of both one's own and others [3, p. 39–48].

It is believed that a literary work affects the emotions, interests of students and remains in their memory. Literature allows us to live moments, feel emotions and have reflections, even about things that have not happened in real life. This means that literature provides an opportunity to gain experience and be prepared for an unknown future. Furthermore, the most important reason for using fiction in the classroom is

personal development. It educates the readers, helps them form a set of values, and forms an attitude towards them. Literature can act as an agent of change, since good literature deals with some aspects of the human condition, and thus can contribute to the emotional development of the child and promote positive interpersonal relationships.

While reading or studying a text, the reader becomes emotionally attached to the story and its characters. This situation has a positive effect not only on personal development but also on the entire learning process. When students read and understand the text, they are motivated and can develop a love of reading literature. This applies to many literary works in the curriculum of the New Ukrainian School: “Toreadors from Vasyukivka” (Vsevolod NESTAİKO), “When the Animals Were Still Talking” (Ivan Franko), “Fedko-Khalyamydnyk” (Volodymyr Vynnychenko), “Winnie the Pooh” (Alan Milne), “Charlie and the Chocolate Factory” (Roald Dahl) and others [7].

It is essential that within the framework of the New Ukrainian School, the curricula undergo changes aimed at updating the content of literary education. In particular, the works of Russian and Soviet authors were removed, which is undoubtedly an important step in the process of the so-called educational revival and will have a positive impact on the upbringing of a nationally conscious citizen of our state. In Ukraine, such interest in the essence of national identity was determined by the collapse of the USSR and the gaining of independence. It pushed people to understand their own national identity. In 2014, this issue gained state importance and the level of national security in connection with the annexation of Crimea, military operations in the Donetsk and Luhansk regions, and during the full-scale Russian invasion of the territory of Ukraine and the unfolding of a terrible bloody war. There is no doubt about the expediency of such actions.

Literature is a powerful factor in influencing the formation of personality. It affects a person through:

1. Formation of a worldview – books help to broaden one’s horizons, introduce different cultures, philosophical concepts, and moral values.
2. Development of critical thinking – by analyzing literary works, a person learns to think, compare, and draw conclusions.
3. Emotional intelligence – fiction helps to understand the feelings and motives of other people, which contributes to empathy and social adaptation.
4. Moral guidelines – characters and their actions often become role models or examples of how not to act.
5. Development of speech and imagination – reading enriches vocabulary, improves literacy, and stimulates creative thinking.
6. Self-identification – through literary characters, readers can find themselves, realize their own desires, fears and values.

Thus, literature not only reflects reality, but also shapes a person's character, worldview, and behavior [1, p. 148].

Conclusions. Literature brings pleasure to readers, serving as a means to escape from everyday problems into an unknown world. It provides a time for relaxation. Allocating time for reading for entertainment, not just for learning, is essential for children and adults. Engaging with high-quality literature for this purpose fosters enthusiastic readers and enhances success and efficiency. Cultivating a love for literature as an enjoyable activity is arguably the most significant outcome of the school curriculum. Literature creates experiences that broaden horizons through diverse knowledge acquisition. Students explore new places, travel, conduct research, create something innovative, or practice familiar skills. They meet new people, learn scientific facts, conduct experiments, prepare delicious dishes, and much more with the aid of literature.

Students learn about the past by reading. It is like direct history lessons. They learn about the present and immerse themselves in various cultures, including their own. They discover common goals and similar emotions inherent in people of all times and places.

In conclusion, it must be noted that children's literature continues to be an important opportunity to present moral principles pleasantly and excitingly. It is dynamically developing to entertain, educate, and provide new knowledge. Children's fiction can combine entertainment and adventure, which children require (imitating the activity of free play), to offer adults a series of moral examples.

Children's stories are a place of endless possibilities for students to open their minds to wide horizons, create new perspectives, find possible alternatives or solutions to problems, and develop their strengths, such as self-confidence and resilience.

Today, children's fiction, as an integral part of the primary school curriculum, should become a significant experience in the lives of students, and fables and fairy tales are used as motivational learning tools in both humanistic and scientific disciplines. The teacher needs to realize that any creative and artistic activity, including literary ones, while entertaining listeners or readers, can play a fundamental role in improving students' knowledge, as well as in acquiring daily life skills useful for overcoming.

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ВАЖЛИВІСТЬ ХУДОЖНЬОЇ ДИТЯЧОЇ ЛІТЕРАТУРИ У ФОРМУВАННІ ОСОБИСТОСТІ ЗДОБУВАЧА ПОЧАТКОВОЇ ОСВІТИ

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Констатовано важливість художньої дитячої літератури у формуванні особистості здобувачів початкової освіти.

Очевидним та беззаперечним є факт, що саме в наші дні складного періоду боротьби за власну незалежність, шляху реформації та нового підходу до організації освітнього процесу рівень затребуваності дитячої літератури став надзвичайно високим, соціальну роль визначено, а отже, залучення художніх літературних творів у процес навчання початкової школи є як ніколи актуальним.

Зауважено, що дитяча література може бути потужним засобом формування особистості учнів початкових класів. Художні твори допомагають сформувати їхнє розуміння світу, прищепити цінності й переконання та виховати здатність до емпатії та співпереживання. Через історії головних героїв діти можуть навчитися критично мислити та розвивати власну думку, аналізувати події та проводити паралелі із реальним життям. Книги – це пізнання власної культури, а також вивчення різних культур, що є необхідною умовою полікультурного компонента освіти, який є важливою частиною глобалізованого світу.

Крім навчання цінностям і переконанням, дитяча література також дає можливість учням досліджувати власні почуття та емоції. Вчитель за допомогою художнього твору, життя головного героя може допомогти пізнати невідоме. Читаючи історії про персонажів, які мають справу з подібними проблемами, учні можуть краще зрозуміти власні емоції та емоції інших. Це допомагає їм розвивати емоційний інтелект, потрібний для розвитку здорових стосунків як з однолітками, так і з дорослими. Стаття аргументує факт, що література підтримує психічну стійкість та емоційну витривалість.

Проаналізовано труднощі, які не дають змоги використовувати потенціал художньої літератури у повному обсязі. Серед них виокремлено: тенденцію до використання гаджетів, які надають швидкий доступ до інформації, яка дуже часто

подає художній твір у скороченому варіанті. Також загальне зниження інтересу до читання та зростання вартості друкованих екземплярів художніх творів.

Зазначено, що дитяча художня література повинна бути невід'ємним елементом не лише уроків читання та іноземної мови, а й інтегрованою частиною інших предметів, оскільки впливає на формування всебічно розвинутої особистості.

Ключові слова: література, дитяча художня література, особистість, початкова школа.