

## Theoretical and Practical Principles of Primary Education in Vasyl Sukhomlynsky's Legacy

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*The article attempts to analyze the main ideas of Vasyl Sukhomlynsky's educational work concerning the purpose, content and specific features of the organization of primary education in the Pavlysh School. Being aware of the significant role of primary education in the overall development of a child and the great experience of Sukhomlynsky in improving the quality of primary education, it is thus necessary to rethink his ideas in accordance with the new requirements of modern education.*

*First of all, the purpose and tasks of primary education have been analyzed in accordance with Sukhomlynsky's requirements. The views of the prominent educator on the importance of developing universal values, general learning skills and assimilation of basic knowledge which is necessary for successful further learning by younger schoolchildren have been outlined.*

*The influence of the leading ideas of Sukhomlynsky – humane pedagogy, child-centrism and human studies – on the development of basic organizational principles of teaching in primary school has been determined. Sukhomlynsky's ideas regarding the introduction of a diagnostic approach to conducting classes, confident achievement of positive learning results in the «school of joy», which was created by the educator, can significantly improve the quality of primary education. The influence of Sukhomlynsky's ideas concerning the creation of learning environment of the educational institution, integration of school subjects through the introduction of outdoors lessons of thinking, and new approaches to the evaluation of educational achievements of younger students, on the quality of modern primary education have been characterized.*

*The innovative teaching methods and techniques that were used by the teacher in the educational process of the Pavlysh School have been considered and can be effectively applied by primary school teachers. The article also proves that Sukhomlynsky's ideas were way ahead of their time, and that the Ukrainian school reforming process is based on the best traditions of national pedagogy and education.*

**Keywords:** *humanism, child-centrism, competency-based approach, general learning skills, educational environment, health-saving function of education, education content integration, innovative teaching methods.*

## **Introduction**

The scholarly works of prominent Ukrainian thinker and educator Vasyl Sukhomlynsky largely enrich the world pedagogical thought treasury. For more than half a century, the European and Ukrainian schools of thought, as well as practicing educators have been exploring the rich creative legacy of Ukrainian scholars. During the period of a totalitarian state, and directive approaches to the organization of the educational process in the 1950-1970s, Sukhomlynsky asserted the idea of a humane, personality-oriented approach to the education of children, the development of the child's personality. Not only were these ideas the motto of his pedagogical legacy, with his help they obtained specific ways and means of implementation, such as creating a situation of emotional well-being of the child in school, obtaining positive results during learning, experiencing a sense of success of personal learning achievements by each child, diagnosing children's mental characteristics.

The importance of pedagogical ideas of this prominent Ukrainian educator is propelled by the fact that he was not only a scholar, but all his ideas were tested by practical work at school and based on his own pedagogical experience. Unlike many other educational figures, Sukhomlynsky was a practicing teacher, creator of an experimental and proprietary school, and was able to move beyond general theoretical approaches through methodological improvements to the practical implementation of his own pedagogical ideas. Combining the capacities of an experienced practitioner, successful teacher and administrator, astute psychologist, original writer and a true scholar in one person, Vasyl Sukhomlynsky managed to offer many ideas that are relevant for the development of both national and world pedagogical thought.

## **Recent research and publications analysis**

The analysis of recent scholarly inquiries of contemporary foreign and Ukrainian researchers shows a considerable interest in the theoretical and practical legacy of Vasyl Sukhomlynsky, which consists of 40 books and brochures, more than 600 articles, thousands (included unpublished ones) pieces of children fiction, published in 59 languages. Various aspects of

psychological and pedagogical science, covered in Sukhomlynsky's writings, have been considered and analyzed by many Ukrainian researchers (Antonets, 2011; Beh, 2013; Bogush 2012; Savchenko, 2011; Sukhomlynska 2018; and others). It is also worth noting that Ukrainian scientists consider new strategies for developing a Ukrainian school system from the perspective of Vasyl Sukhomlynsky's ideas. His concept of education, being based on a personal-developmental approach and aimed at objective laws and patterns of interaction between a teacher and a student, still continues to generate interest of modern educators. Many of his views on the system of education have been proven and confirmed over time.

Vasyl Sukhomlynsky left a large and varied legacy concerning an extremely wide range of pedagogical issues. In the last decades, almost every European country has begun and actively continues the process of reforming its primary school education system. Such changes have also touched upon the activity of Ukrainian primary schools as a component of the secondary school, which aims to ensure children's comprehensive development, desire and ability to learn, healthy lifestyle. The problem of the primary school education quality is in the focus of the attention of educators, parents and society.

The importance of primary education for students' comprehensive development is indisputable. After all, the initial level of education is the foundation for acquiring the necessary knowledge and skills in the future. The effectiveness and efficiency of primary education depends largely on the quality of secondary and high school systems, which must be linked to each other on the basis of the principle of continuity. Therefore, identifying key problems at the primary school stage and correcting mistakes made on this stage will help improve the quality of education and ensure the effectiveness of lifelong learning. This is the major mission of primary education which implies the comprehensive development of child's personality and its role in the system of education.

Teachers' approaches to the organization of primary education, especially the selection of its content and forms of teaching have become the subject of consideration for modern researchers. It is worth distinguishing the historical and pedagogical works of M. Antonets (2011) and O. Savchenko (2012) on the analysis of Sukhomlynsky's ideas about the issues of primary education. M. Antonets (2011) paid considerable attention to the ways Sukhomlynsky tried to solve the problem of the continuity between preschool and primary education, the introduction of lessons with six-year-old children in the «school of joy» and outdoors lessons, during which the thinking and speaking skills of children had been developed. O. Savchenko (2012), a Ukrainian primary education didactician, conducted a

thorough analysis of the implementation of Sukhomlynsky's ideas of child-centrism, human studies and the nature of conformity in the educator's legacy, as well as the modernization of the modern Ukrainian primary school on this basis.

Being aware of the significant role of primary education in the overall development of a person and the great experience of Sukhomlynsky in improving the quality of primary education, there is a need to rethink his ideas in accordance with the new requirements of modern education.

**The article is aimed** to analyze and summarize Vasyl Sukhomlynsky's views on the specific features of the organization of primary education process as an important component in the overall development of the child and the modern system of education.

## **Results and discussion**

The issue of outlining the purpose, content and objectives of primary education occupied an important place in Sukhomlynsky's creative legacy. Despite the fact that Sukhomlynsky was the principal of the Pavlysh School and a teacher of the Ukrainian language and literature, he attached great importance to the issues of organizing the teaching process of younger students. It is the teaching of schoolchildren of this age that he devoted his famous works «To Children I Give My Heart» (Sukhomlynsky, 1977) and «One Hundred Pieces of Advice for Teachers» (Sukhomlynsky, 1988). The practical nature of his knowledge regarding the teaching of younger students speaks for that major practical experience which he received while working with them in the Pavlysh School.

Sukhomlynsky consistently pointed out the importance of this period in the child's overall development. «Primary classes are the basis of the basics» «Preschool and primary school determine the future of a person» «Everything begins and is decided in primary school» – these words of prominent educator Vasyl Sukhomlynsky emphasize the importance of a successful beginning of the school time.

Answering the question «What is elementary school?» in his book «To Children I Give My Heart» Sukhomlynsky stated: «The years of study in primary school are a whole period of moral, intellectual, emotional, physical, aesthetic development, which will be a real thing, not an empty talk only if the child lives a full life today, instead of just preparing for the acquisition of knowledge tomorrow» (Sukhomlynska, 2018, p. 183). Explicating this topic, he continues: «Childhood is the most important period of human life, not the preparation for the future life, but the true, bright, original, and unique life. How a person spends the childhood period, who leads a child by the

hand in childhood, what fills their mind and heart from the outside world, – these all presupposes what kind of person today's toddler will become» (Sukhomlynska, 2018, p.49). With this phrase the educator emphasized the importance and pivotal role of primary education in the overall development of the child.

The purpose of this level of education was, according to Sukhomlynsky: «I set out to make learning a part of a rich spiritual life that would contribute to the child's development, enrichment of their minds... I want children to be discoverers and creators in this world. To observe, think, reflect, experience the joy of work and be proud of creation, create beauty and joy for people and find happiness in this creation, admire the beauty of nature, music, art, enrich their spiritual world with this beauty, take sorrow and the joy of other people close to their hearts, to experience their fate as a deeply personal matter – that is my ideal of education» (Sukhomlynska, 2018, p.185). Sukhomlynsky's ideas correspond to the mission of modern primary education, which is based on the comprehensive development of the child's personality in accordance with their age and individual psychophysiological characteristics, development of cultural, moral and ethical values, key and subject competences, vital social skills to ensure their readiness to proceed with their study in secondary school, to live in a democratic society. The most valuable result of primary education in a personal dimension is a healthy child, motivated by successful learning, with a research attitude towards life; a child who is able to learn from different sources and critically evaluate information, is responsible for himself/herself and other people, and aware of himself/herself as a citizen of Ukraine (New Ukrainian School, 2016).

Recognizing the importance of the initial level of education, Sukhomlynsky above all noted that it is during the years of study in first four grades – from 7 to 11 years – that the development of a personality takes place (Sukhomlynska, 2018, p.183). He called the younger students' learning process «a school of cordiality and mercy». He advised to teach students goodness, love and respect. According to him «... sensibility and vulnerability of the soul is formed in childhood. If the childhood years are spent in vain – this will never be made up» (Sukhomlynska, 2018, p.162). Of course, the educator emphasized, that this process may not be fully completed until the end of primary classes, but it is these years that account for the most intense segment of human life. In fact, at this time, according to psychologists, basic moral values of the individual are formed: kindness, truthfulness, humanity, empathy. Thus, the primary task of primary school, according to Sukhomlynsky's works, is the formation of human values, the assimilation of the norms of human life. The significant ideological and

educational impact of primary education should not be forgotten by modern elementary schools.

While referring to the tasks of the primary school, Sukhomlynsky stated that «General development is for sure an extremely important element of education and upbringing, and no less significant role is played by those elementary knowledge, which memorizing and lasting preservation in memory enable general development of a person, because general development is a constant mastery of knowledge, and it requires the learning competence» (Sukhomlynska, 2018, p.162). Thus, on the one hand, he pointed out the formation of students' general learning skills, on the other – the acquisition of the well-defined essential knowledge.

The basic conceptual principle of primary school education, according to Sukhomlynsky, is *to teach children how to learn*. «The primary task of primary school is to teach children to use the tool with a help of which a person acquires knowledge throughout their life. Of course, this task is still present at further stages, but in primary school it is in the first place» (Sukhomlynska, 2018, p.182). The analysis of the educator's oeuvre revealed that the learning competence includes a number of skills related to the acquisition of knowledge: the ability to read, to write, to observe the phenomena of the outside world, to think, to express their opinions. On this basis, Vasyl Sukomlynsky distinguished 12 complex skills, which he considered to be important for the development of children's ability to learn. «During ten years of schooling, the pupil must master the ability to observe the phenomena of the surrounding world: to compare, to contrast, to find the incomprehensible, to be surprised; to express an opinion on what he or she sees, watches, does, thinks; to read freely; to write freely, quickly and correctly; to allocate logically finished parts of the text, to establish the relationship and interdependence between them; to find a book on an issue of interest; to make a preliminary logical analysis of the text in the process of reading; to listen to the teacher and at the same time briefly note down the content of the story; to read the text and at the same time listen to the teacher's instruction on working with the text; to write a composition, to express what he or she sees and observes around themselves» (Sukhomlynsky 1977, p.567).

Sukhomlynsky assigned an important role in developing the learning competence to the ability to observe. In his book «One Hundred Pieces of Advice for Teachers», he wrote: «In primary school, a child needs observation, the same way a plant needs the sun, air, and water. Here, observation is the most important source of energy for the mind» (Sukhomlynsky, 1988, p.72). To develop this skill in his students, Sukholmlynsky conducted outdoors lessons, in which the teacher taught

students to notice minor changes in the phenomena, to compare them with each other, to determine the cause and effect relationships, and most importantly to ask questions that would encourage even more observation attitude to the world around. The result of the formation of this skill is the development of students' curiosity and observation as personal qualities.

The educator set high demands for teaching primary school students reading fluently, clearly and consciously. «Reading is an individual voyage in the sea of knowledge, and our task is to help every student feel the happiness of this voyage, to feel like a bold man, who became face to face with the boundless sea of human wisdom» (Sukhomlynsky, 1976, p.431).

An indispensable element of every lesson at the Pavlysh school was the exemplary, emotionally rich, expressive reading of the teacher, and then the children read on their own, not only the textbook material, but also the book they liked. In order to develop the technique of reading, the teacher used various means of activating students' learning activities: collective listening (a student who mastered well the reading skill, read the text, and the class listened), drawing, compiling books about nature, etc. Reading skills are closely linked in primary school to the ability to write quickly, clearly and grammatically correct. As Sukhomlynsky pointed out, those who read badly always write illiterately» (Sukhomlynsky, 1988, p.78). Students can learn how to write literately and without mistakes already in primary school years.

To the general learning skills, which should be developed in primary school, Sukhomlynsky included thinking and speaking competences. «Outdoors lessons of thinking» which were created by him in the Pavlysh School, encouraged students to make independent judgments and statements. His piece «To Children I Give My Heart» gives examples of primary school lessons, in which the student acts as a researcher, co-discoverer of knowledge. The development of coherent speech in younger schoolchildren was achieved through free mastery of imaginative speech by the teacher, his emotional presentation of the material, creating stories and tales by the students etc.

Many years of experience in teaching at the Pavlysh School allowed Sukhomlynsky to determine that the results of educational work in secondary school are presupposed by the formation of general learning skills at the primary education stage, namely:

- a student who has an excellent ability to read and write freely in primary school, never trails far behind in the secondary and higher classes;
- the earlier these skills are acquired, the higher the quality of knowledge in the secondary and higher classes, and the more leisure time a student has for comprehensive development,

- the stronger the ability to write freely acquired in primary school is, the higher literacy the student has in the secondary and higher classes,
- if a student finishes primary school, not having mastered the strong ability to read freely, his mental work in grades 5-8, is prevailed by cramming, his mental abilities are dulled (Sukhomlynsky, 1977, p.596).

Thus, the success of the student's development at all stages of education, depends to a large extent on the formation of their general learning skills at the initial stage of education, which now include organizational, social, leadership skills, which once again emphasizes the importance of primary education. The idea of developing cross-cutting skills, general educational competences without which further education of students is impossible, which was introduced in the pedagogical works of Sukhomlynsky, now finds its expression in the State standard of primary education and new content of the modern primary school of Ukraine (New Ukrainian School, 2016).

On the other hand, Sukhomlynsky stressed the importance of mastering and remembering the basic essential knowledge in primary school. In «One Hundred Pieces of Advice for Teachers», he wrote that if the foundation for a building is cemented badly, it will constantly crumble and need permanent repairs, comparing the foundation with the systematic knowledge embedded in primary school, which he called «knots of knowledge». Reiterating this idea in the piece «To Children I Give My Heart», Sukhomlynsky noted: «One must not forget a clear, well-defined goal: what exactly children should know, what words they should learn to write and never forget spelling, what arithmetic rules they should remember by heart» (Sukhomlynska, 2018, p.186). «Primary school should provide a student with a solid range of knowledge. Any ambiguity or uncertainty in this matter weakens not only the primary school but also the subsequent links. Without a clear definition of the range of knowledge, theoretical and practical skills that should be taught to the child, there is no school as such» (Sukhomlynska, 2018, p.184). According to the educator, «in the secondary and higher classes, students start to lag behind and fail to perform the tasks, because they did not memorize the material in primary school, did not keep in memory those elementary truths that are the foundation of knowledge» (Sukhomlynska, 2018, p. 184). One of the major drawbacks of primary education in many schools is that the teacher sometimes let out of sight what rules and definitions a child needs to get a deeper understanding about and remember in the first, second and subsequent years of study, what words he or she should learn to write correctly and never forget their spelling. The issue of defining the core body of subjects, compulsory content of primary school learning process is one of the most difficult

problems of modern primary education, which is associated with the standardization of its content.

Considering the content of students' basic knowledge, Sukhomlynsky drew attention to the need for their applied character, the connection of knowledge to practice. «One of the most important goals of education is to teach how to use knowledge. The danger of transforming knowledge into dead luggage originates in primary school years» (Sukhomlynska, 2018, p. 223). The scholar calls for a change in the attitude towards the essence of concepts «knowledge» and «to know». «To know means to be able to apply knowledge» (Sukhomlynsky, 1988, p. 46). Reasoning ahead of his time, Vasyly Sukhomlynsky stresses the importance of developing students' subject and key competences. Sukhomlynsky drew attention to the fact that a school must be dominated by a bright thought, a living word and creativity of children, combining at the same time the emotional and the logical, a word and an action, the visual and the imaginative, thus laying the groundwork for a competency-based approach to learning.

In particular, most fundamental forward-looking ideas are related to the organization of primary education, which is based on the introduction of ideas of human studies, child-centrism and the natural conformity. Sukhomlynsky primarily drew attention to the uniqueness of childhood, the need in taking into account age and individual characteristics of children during the learning process. As the educator pointed out, the testament of the teacher's pedagogical wisdom is the ability to correctly determine what each student is capable of at the moment and how to develop his or her abilities in the future. The child should never lose faith in their own strength during the learning process, never feel that anything is above their bend. This constitutes the optimism of the teacher's pedagogical outlook.

Sukhomlynsky's pedagogical activity was based on the constant study of the child. He drew the attention of teachers to the fact that there is no «abstract student», each student is characterized by specific characters of cognitive processes, personal qualities, which should be studied by the teacher, who must primarily be «a connoisseur of children's souls» «There is no abstract student to whom one may automatically apply all the regularities of education and upbringing. There are no prerequisites for success in learning that are common to all students. The ability to correctly determine what each student is capable of at the moment, how to develop his or her mental capacity in the future, is an extremely difficult part of pedagogical wisdom» (Sukhomlynsky, 1988, p. 26). The prominent educator begins his «One Hundred Pieces of Advice for Teachers» with a call to action: «Remember that there may be no abstract student».

Just before the beginning of the school year, he wrote in his piece «To Children I Give My Heart»: «All 31 children in front of me are 31 separate universes ... Will I be able to tell how a child lives each day, what is in his soul? (Sukhomlynska, 2018, p. 177). A lot of situations from the practical activity of primary school teachers can be found in Sukhomlynsky's pedagogical legacy, which describe the fate of specific students, their actions and personalities.

All his works are penetrated with the ideas of the intrinsic value of childhood: «Childhood, the world of childhood is a special one. Children live by their notions of good and evil, honor and dishonor, human dignity; they have their own criteria for beauty, they even have their own dimension of time: a day seems like a year, and a year seems an eternity in childhood». (Sukhomlynska, 2018, p. 32). The teacher should study the child, be well aware of and appreciate the world of childhood. Therefore, from Sukhomlynsky's perspective, pedagogy is primarily a human science. «The teacher has no right to be ignorant of what is going on in the child's soul. The most important feature of the teacher's pedagogical culture is understanding and feeling the spiritual world of the child» (Sukhomlynsky, 1988, p. 7). Sukhomlynsky urged teachers to be careful with the inner world of the child, to compare it with a rose, on which a delicate droplet of morning dew is playfully flickering.

The issue of the humane, in tristic value of childhood is closely related to the idea of a joyful, successful teaching of students in primary school. Sukhomlynsky wrote that it is important to teach in such a way that every student will experience the joy of success and a positive result in learning. «From success to success, this is what mental upbringing of a difficult child is all about... Optimism, a cheerful worldview, a sense of self-confidence are, figuratively speaking, a bright light that illuminates the path of a difficult child. When the fire goes out – the child remains in the dark, all on their own, they will be smitten anxiety and hopelessness» (Sukhomlynsky, 1977, p.512). In his works, for the analysis of the learning process in primary school Sukhomlynsky often uses the words «school of joy», «the joy of educational work», «the joy of knowledge», which ensuring is the main task of the teacher's pedagogical skills.

In order for the learning activity to bring joy, it should be organized so that the child becomes an active participant in the process of learning. It will ensure both cognitive interest, enjoyment of the process and learning outcome, both moral and psychological comfort, as well as a sense of personal success. «A child by nature is an inquisitive researcher, the discoverer of the world. So let them discover this wonderful world in vivid colors, bright and vibrant sounds, through fairytales and games, personal

creativity, through the beauty that inspires their hearts, in the desire to do good to other people. Through fairytales, fantasy, games, the unique children's creativity – this is the right way towards the child's heart» (Sukhomlynska, 2018, p. 221).

Sukhomlynsky advises teachers on specific ways to achieve a positive emotional disposition of students during the lessons. It may imply an emotional saturation of the learning material and teaching methods, the use of non-standard ways of setting a task, constant change of activities during the lesson, teacher's imaginative and emotional speech. Sukhomlynsky's works provide many examples of primary school lessons which create situations of effective, joyful learning. «The process of teaching reading and writing will be easy if the literacy becomes a bright and exciting piece of life for children, filled with bright images, sounds, melodies. What the child should remember, first of all, must be interesting. Literacy should be associated with drawing» (Sukhomlynska, 2018, p. 79). In the Pavlysh School, when teaching six-year-olds, every letter in the child's mind was associated with visual images, so that it was easy to memorize all words and letters.

Sukhomlynsky did not forget about the use of play-and-learn games and fairy tales during the lessons with younger students. He warned the teachers: «The child lives in the world of games, fairy tales, music, fantasy, creativity, and if you take it all away from them, they will wither like a flower» «An initial level of education is a combination of two psychological dominants: playing and learning activities». «The game is the spark that lights the fire of curiosity and love of knowledge in children». However, he warned that the use of games at primary school lessons is «quite a serious thing. The game reveals the world to the child, reveals the creative possibilities of a person. Without playing there is and can be no complete mental development» (Sukhomlynska, 2018, p. 175).

It should be noted that Sukhomlynsky paid considerable attention to the implementation of an integrated approach in the learning process of the Pavlysh School. A vivid example are outdoors lessons of thinking. These classes combined the acquisition of the basics of the natural sciences – biology, zoology, botany, anatomy and human physiology, geography, physics, as well as developed logical thinking and speech, encouraged observation skills, contributed to the development of thinking processes, such as: analysis, comparison, generalization; finding relationships between the phenomena of nature, combined knowledge of several subjects.

Another example of the implementation of interdisciplinary relations is Sukhomlynsky's offer to combine the teaching of literacy with drawing, which he put forward in his work «To Children I Give My Heart»

(Sukhomlynska, 2018, p.149). He taught children reading and writing through unusual activities, which he called «a journey to the sources of the word», where they studied letters by finding their resemblances in nature. The subject-based approach to learning proposed in Sukhomlynsky's scholarly legacy is being implemented in the context of the New Ukrainian School through the introduction of integrated learning.

In the Pavlysh School, a significant place was devoted to creating an educational environment for learning and development of students: outdoors lessons, a fairy tale room, a science room, an island of miracles, a health garden etc. Sukhomlynsky called for the creation of a well-designed system of favorable conditions in every corner of the school premises (Sukhomlynska, 2018, p.116-124). There were a «music room», «science room», «island of miracles», «health corners» and «fairy tale room» in the Pavlysh School. Vasyl Sukhomlynsky described the activity of this wonderful room as follows: «In the Fairy Tale Room a puppet theater and an acting class were born. Here, children first staged a Ukrainian folk tale the Glove («Rukavychka»), in which the brave animals settled. Then, with a great interest, they adapted for the stage the tale about Frog Princess, and the Japanese tale about the humpbacked Sparrow» (Sukhomlynska, 2018, p. 313).

Assessing the impact of the learning environment on the development of students Sukhomlynsky wrote: «Such a situation awakens the imagination, creativity, develops the thinking of courageous, inactive children» (Sukhomlynska, 2018). Examining Sukhomlynsky's pedagogical system from the perspective of the creation and use of the educational space provides opportunities for teachers to use it more thoughtfully in modern primary schools. This idea reaches far ahead of his time and occupies a significant place in the modern concept of the New Ukrainian School.

However, as Sukhomlynsky noted, the educational environment must first be health-saving. Childcare was one of the important tasks of the Pavlysh School. «If I measure all my worries and anxieties about children in the first four years of study, half of them are about health» (Sukhomlynska, 2018, p. 187). In today's primary school, the question of maintaining not only physical but also mental, spiritual, and social health of children is very topical. Sukhomlynsky's idea of emotional well-being of a child at school, providing moral and psychological comfort, teaching students to cope with stress and tension is extremely relevant nowadays. Health-promoting potential of education should be provided by the modern primary school. A particularly important task today is to turn the school into a safe place where there is no violence and harassment, and there is respect for the personality of each child, which was successfully introduced in the Pavlysh School.

According to Sukhomlynsky's views, the structure of the school itself must meet the requirements of child's physical condition and be very flexible. The educator approached the development of elementary education rather dialectically – from «school under the blue sky», schools of nature, sensory, emotional-specific perception of the world to the school as a source of spirituality, culture, and moral values.

Sukhomlynsky paid considerable attention to the proper use of the controlling and assessing function of the learning process. He urged teachers not to manipulate their authority during control and assessments, to use assessment very carefully. The educator's view on the control and assessment of students' knowledge is relevant: «Do not catch children in ignorance – assessment is not punishment; it should be joy». The teacher should, first of all, notice the students' educational achievements but not pay attention to the points of weakness in their learning. Sukhomlynsky noted that «the assessment has a distinct moral meaning. It contains an incentive, under the influence of which the child should be striving to be good and not be bad. ... Assessment becomes a teaching tool in the hands of a teacher if it awakens a child's desire to learn and assists that desire rather than punishes for unwillingness. Even worse, when a child is given a low grade for inability to learn, getting used to the idea that the teacher considers him or her not gifted, the child starts to lie, becomes hypocritical...» (Sukhomlynsky, 1977, p. 84). The educator advises teachers that assessment is an incentive to learn, not an instrument of intimidation. Sukhomlynsky's advice corresponds to the tasks of the modern primary school: «In primary classes, teachers of our school adhered to the following rules: until the results of the child's work (dictation, essay, exercise) deserve a positive assessment, she is not given any grade at all» (Sukhomlynska, 2018, p. 284).

Many innovative, creative teaching methods and techniques were used by the educator in his own practical work. Sukhomlynsky's groundbreaking achievement is the School of Joy, outdoors lessons of thinking, conversations in human sciences, psycho-pedagogical seminars, Mother's Day celebration, writing fairy tales and stories for children's reading activities etc. Methodological techniques, which develop children's curiosity, mind, cause joy from knowledge, are relevant for teachers as well («questions – knots of knowledge», «to read the book of nature», «to think about your thoughts, about the incomprehensible», «the mind of the child – at the tips of their fingers », «fantastic period of mental education», «travel to sources of thinking and language», «two learning programs», «educational dialogues», «ethical value of teacher's assessment», etc.). Project techniques should be mentioned separately, namely «three hundred tasks from the living problem-book of nature», by creating which, pupils learn to independently develop

the content of their learning activities (Sukhomlynska, 2018, p. 249). Using them in their practical work, modern teachers achieve significant results, which increase the quality of elementary education and the pupils' interest in the learning process.

Significant educational and upbringing potential of Sukhomlynsky's legacy is widely used in modern Ukrainian primary schools. First of all, Sukhomlynsky's ideas on speech development of children have gained widespread use, namely the ideas of enrichment of children's vocabulary, development of coherent speech and speech creativity. Thus, during the lessons of speech development, with the influence of Sukhomlynsky's ideas, the role of students' creative work increases, they write stories, make up tales, the importance of emotionality and imagery in the presentation of literary material increases as well.

Much attention is paid to the inclusion of Sukhomlynsky's fairy tales, stories, parables in the content of textbooks in reading for younger students. The author's literary collections are of great interest for younger students: «School Fairy Tales under the Blue Sky» (1991), «Pure Well» (1993), «Eternal Poplar» (2003), «Flower of the Sun» (2009), «I'll Tell You a Fairy Tale... Philosophy for Children» (2018). The literary and creative heritage of Vasyl Sukhomlynsky has a great potential for raising in children the most important universal human and national values: eternity and value of life, human destiny, love for the Motherland, conscience, kindness, mercy, tolerance, everyone's right to respect and life, value and beauty of nature, value and beauty of creativity. Every fairy tale, every story of Vasyl Sukhomlynsky, which is included in modern textbooks in reading, is the basis for comprehensive education and development of younger students. The lessons during which Sukhomlynsky's works are read take the form of dialogue lessons, reflection classes.

By incorporating the ideas of the great educator into the learning process of the modern primary school, teachers prefer to carry out creative, practical work, conduct search, research and project activities of students. They do not forget about the health of the students. Gymnastics for the eyes, physical activity breaks become a must in the classroom.

The introduction of Sukhomlynsky's innovative ideas into the practice of the modern primary school set a high bar for the professional qualification of the primary school teacher, forcing them to be a master of pedagogical work. However, Sukhomlynsky put personal qualities of a teacher at the forefront. According to him, «a teacher must have a tremendous talent of love for a person and unfailing love for his work and, above all, for children, in order to preserve the vigor, clarity of mind, freshness and sensitivity of feelings for many years – and without these

qualities the work of an educator turns into torments» (Sukhomlynsky, 1976, p. 342). The idea of a humane attitude, which penetrates the entire Sukhomlynsky's pedagogical activity, has developed into the idea of modern pedagogy of partnership, whereas the position of a modern teacher, which is based on humane relationships with students, has developed into the modern position of the teacher-facilitator, moderator, and motivator, who creates a developmental and cognitive environment for a happy life and studying of students, becomes its active participant. Sukhomlynsky's basic ideas underlie the modern Ukrainian primary school concern the attitude to the students, which is based on: the uniqueness of each child; absence of «not gifted» children; individualization of the learning process; identifying each student as a personality; the need for children to receive positive feelings about learning; humanity, responsiveness, tactfulness towards students; taking into account the individual psychological development of each child.

## Conclusions

Having analysed Sukhomlynsky's provisions about primary education, we can conclude that primary school plays an extremely important role in the system of education. Being an educator, scholar and practicing teacher at the same time, he subtly noted and vividly outlined in his works new tendencies in the development of primary education, widened the horizons of its content and methods, provided examples of an original approach to solving not only new but also traditional problems of teaching of younger students. Sukhomlynsky left rich theoretical as well as practical and methodical experience that will long be used by teachers.

Thus, the appeal to Sukhomlynsky's pedagogical legacy from the perspective of modern primary school tasks, has shown that his ideas did not lose their significance and relevance. The Pavlysh School headed by Sukhomlynsky may be seen as a conceptual model of the XXI century school, which will be based on the ideas of the intrinsic value of childhood, creation of educational environment for personality development and self-realization, recognition of childhood specificities, which may be confirmed by the experience of modern primary schools. His methodological findings will long be used by practicing teachers for the full and comprehensive development of the primary school student.

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