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A. S. Matyas

*Baranovichi state university, Baranovichi*

### THE FORMATION OF THE BASES OF PLANETARY THINKING IN CHILDREN OF PRESCHOOL AGE AS A PEDAGOGICAL PROBLEM

**Introduction.** Based on the study and analysis of philosophical, psychological and pedagogical literature, we came to the conclusion that at the present stage of development of education, the formation of planetary thinking in preschool children is an urgent problem in the theory and practice of preschool pedagogy, as well as one of the main tasks facing teachers and consists in the formation of socially significant activity of the individual, suggesting a high consciousness and demanding of both himself and his environment. Through a series of studies, we have determined that planetary thinking is a culture of thinking of an individual, which consists in the ability to see the world in its integrity, as well as to feel oneself its valuable and system-forming part [1—5].

Due to the inadequacy of studying this problem, we turn to the most important ideas and concepts on the research topic.

**Main part.** In the educational technologies proposed by Selevko G. K., it is said that the development of moral and aesthetic culture contributes to the growth of the personality and its self-realization, the development of higher forms of consciousness (planetary, ecological, civil, noospheric) [6, p. 25].

Based on the above, we can draw the following conclusion: planetary thinking, being the highest form of consciousness, plays a huge role in the assimilation of social rules and norms, self-knowledge, the study of the surrounding reality by the individual.

According to N. V. Samersova, the formation of planetary thinking implies the development of the following components of personality: cognitive (cognitive), axiological (value), emotional-sensual, moral, ethical-normative, activity-based [5, p. 70—72].

According to the method of N. V. Samersova, the development of these personality components should take place in their interrelationship, taking into account the age characteristics of children. Compliance with these conditions allows you to form a planetary thinking in children, starting with the younger preschool age.

Children transform human values into their personal beliefs; they assimilate the ideas, social rules and norms that have been accumulated by mankind for thousands of years and which regulate the behavior and attitudes of an individual in society and nature. As they master knowledge, children learn to put them into practice as a necessary regulator of their activities. All this contributes to the formation of a versatile and harmoniously developed personality.

Kozlova S. A., studying this problem, singled out that the region in which the child was born and grows especially influences the formation of planetary thinking. In the formation of planetary thinking, it is important to acquaint the child with the traditions and culture of both his people and the culture of our common home — the Earth [7, p. 157].

The problem of the formation of planetary thinking in children of preschool age as one of the components of the socialization of the individual is also seen in the works of such scientists as Barabash S. I., Demchenko O. N., Mytil A. V., Khudyakova N. L. and others. The researchers assert that a child of pre-school age can form a picture of the world by using traditional and non-traditional forms of work, taking into account the age characteristics of children [1; 8; 9].

The problem of the formation of planetary thinking in a preschool child is the need to develop and introduce such pedagogical technologies with which the child will form ideas about the integrity of the surrounding world, the place of humanity and man in it, feeling like a valuable and system-forming part of this world; in the organization of such conditions of interaction between a teacher and a pupil, in which the diverse and harmonious development of the child's personality will proceed most favorably, both on the basis of the cultural values of his people and the cultures of different countries and peoples of the world.

**Conclusion.** Thus, the urgency of the problem on the formation of planetary thinking in preschool children is not in doubt, since it is primarily aimed at the socialization of the future generation, assimilation and further transfer of sociocultural values, understanding and benevolent attitude to the people of different countries. In

our opinion, further study of this problem is necessary, the development of methods and techniques aimed at shaping planetary thinking in preschoolers, the rationale for the chosen tools that contribute to the most effective formation of a harmoniously developed personality, the development of performance criteria for the work being carried out, as well as their practical application.

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